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INSTITUTE FOR HOME ECONOMICS TEACHER EDUCATORS ON PREPARING TEACHERS FOR OCCUPATIONAL PROGRAMS. FINAL REPORT.

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Thirty selected home economics teacher educators from 24 states participated in a 3-week summer institute which was devoted to (1) the identification and clarification of philosophies of vocational education affecting teacher education in home economics, (2) teacher qualifications, (3) program development, and (4) guidelines for evaluating teacher effectiveness as a basis for experimentation and revision of teacher education. The institute program consisted of talks by consultants, reports of successful programs, field trips, and study of resource materials. Each participant worked individually or in small groups to develop a specific teacher education plan, of which summaries are given. A more complete description of 14 plans are included in the appendix. Followup evaluation showed all plans to be in action. Major ideas and conclusions evolving from the institute are listed according to: Purposes and Philosophies of Home Economics Education, Cooperation and Integration Within Vocational Education, Leadership and Communication, Research Needs, Methods and Materials, Teacher Preparation and Growth. References, models and questionnaires are included for several plans. (FP)

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INSTITUTE FOR HOME ECONOMICS TEACHER EDUCATORS ON PREPARING TEACHERS FOR OCCUPATIONAL PROGRAMS

February 1968

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HEALTH, EDUCATION, AND WELFARE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Final Report
of
INSTITUTE FOR HOME ECONOMICS TEACHER EDUCATORS ON PREPARING TEACHERS FOR OCCUPATIONAL ~~RECORDS~~ Programs

Alberta D. Hill

February 1968

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Iowa State University
of Science and Technology

Ames, Iowa

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INTRODUCTION

Thirty selected home economics teacher educators from twenty-four states participated in a three week institute at Iowa State University July 24 through August 11, 1967, under provisions of a grant from the U. S. Department of Health, Education and Welfare, Office of Education.

This report includes a brief review of procedures of the institute and specific suggestions for teacher education developed during the institute by participants.

Purposes of Institute

The institute was developed around expressed concerns of vocational educators concerning preparation of home economics teachers. In the past home economics training has emphasized the preparation of teachers to assist adults and youth for the responsibilities of homemaking. The 1963 Vocational Education Act requires an additional focus on occupational training programs and on preparing teachers for the expanding and extending vocational program. This requires that teacher educators re-assess present pre-service and in-service programs and develop needed changes. A major concern for teacher educators is the development of a flexible training program for preparing teachers for occupational education.

Objectives established during planning stages of the institute were the following:

1. Identify policies and examine existing philosophies of vocational education affecting teacher education in home economics.

2. Identify the qualifications of teachers needed for a variety of kinds of occupational programs.

3. Develop plans for flexible and adaptable programs for preparing present and prospective home economics teachers for occupational education.

4. Develop guidelines for evaluating effectiveness of teachers in occupational programs as bases for experimentation and revisions of teacher education.

METHOD

Selection of participants

Information and application forms were sent to the head of home economics education in all institutions preparing vocational home economics teachers and to all state departments of education. Participants were selected from eighty applicants by a committee from the Department of Home Economics Education at Iowa State University. Priority was given to teacher educators who were presently in a position where they have direct responsibility for pre-service or in-service education of teachers for wage earning programs.

In the selection of participants, consideration was given to geographical areas represented by the applicants with an attempt made to secure participants from all regions of the United States. No consideration was given to applicants who indicated they could not participate for three full weeks. A list of participants is given in the appendix.

Program development

The institute involved daily sessions July 24 through August 11, at Iowa State University. Sessions included lectures, discussions, observations and individual and group work.

Six members of the staff of the Home Economics Education Department and one member of home economics consultant staff of Iowa Department of Public Instruction planned the general program structure and selected consultants. A steering committee of the institute director and four participants continuously evaluated and revised the program during the three weeks. A complete copy of the program and list of consultants is given in Appendix A and B.

An extensive list of references were provided participants and copies of books, journals, research reports, catalogs and informational pamphlets were made available in the conference rooms provided for the institute.

TEACHER EDUCATION PLANS DEVELOPED AT INSTITUTE

One major objective of the institute was to develop plans for flexible and adaptable programs designed to prepare present and prospective home economics teachers for occupational programs. Each participant worked individually or in small groups to develop a specific teacher education plan.

Development and refinement of plans continued during months following the institute. Suggestions and recommendations were solicited from co-workers; adjustments needed to make best use of resources within a state were made; and some plans were evaluated on basis of immediate use. Revised plans were returned to the institute director January 1, 1968.

A summary of the teacher education plans developed are given below. A more complete description of some plans are given in the Appendix. Plans which do not appear in the Appendix are resource units for courses or curriculum plans for short courses and workshops similar in nature to those that are included. Complete plans are available from individual participants or the institute director.

Plans for preparing present and prospective teachers for occupational programs are listed alphabetically by the states represented at the institute.

Alabama

Participant: Alpha H. Jones, Alabama Agricultural and Mechanical College, Normal, Alabama.

Plan: Follow-up study of students enrolled in occupational home economics classes at Druid High School, Tuscaloosa,Alabama.

Purposes: The purpose of study is two-fold. The first purpose is to determine the extent occupational courses are providing qualified persons to fill jobs. The second purpose is to provide an in-service experience for student teachers whil will:

1. Develop awareness of employment opportunities available to students with training in occupational home economics
2. Help student teachers become familiar with course content, methods and procedures
3. Provide experiences in conducting interviews, developing instruments and evaluating data collected
4. Develop self-confidence in planning and carrying out community survey.

Arizona:

Participant: Carol Ellsworth, State Department of Education, Phoenix.

Plan: A four-week program to enable five to ten selected home economics teachers to receive work experience in food service and child day care occupations.

Participants are to be selected on basis of interest, community support, and administrator's recommendation. They will be selected from localities where there is a known need for persons trained in the two service areas. This program is primarily for individuals who have had little or no previous work experience.

Selected teachers will attend an orientation seminar for three days at the beginning of the program. They will then report to one of the experience stations to observe, analyze working skills and situations and work in different phases of the job.

Participants will meet in half-day seminars on the second and third Friday to share ideas gained, complete evaluation devices, and revise procedures. Two full days will be spent at conclusion in a summary and evaluation. During the final two days plans for instructional programs in local schools will be initiated.

Training stations will be selected from well established businesses in vicinity of Phoenix where the seminar is to be held. Participants will receive no pay for work done.

Arkansas:

Participant: Peggy Patrick, Supervisor, Home Economics Education, State Department of Education, Little Rock, Arkansas.

Plan: A proposed introduction to occupational programs in home economics. Plan developed in cooperation with three other members of the institute. (See Appendix D-1)

Progress: Plan revised to include changes suggested by teacher educators from Arkansas colleges and universities. The revised plan will serve as instructional framework for an in-service workshop to be held in the summer of 1968.

California:

Participant: Mrs. Dorothy W. Stone, Regional Supervisor, Bureau of Homemaking Education, State Department of Education, Los Angeles, California.

Plan: Develop a set of slides with accompanying taped commentary, explaining programs of gainful employment that utilize home economics skills and knowledge. The materials to be designed for use of teacher educators in pre-service education classes and for supervisors for in-service teacher education. (See Appendix D-2)

Progress: Plan and budget developed. Plan approved and funded by Sears Roebuck Foundation. All slides, the commentary, charts, bibliography and suggestions for use to be finally reviewed and edited in May 1968.

Hawaii:

Participant: Christine L. Tull, Home Economics Education, University of Hawaii, Honolulu.

Plan: See plan for Peggy Patrick, Arkansas.

Progress: Occupational programs to be offered at post-high school level only and specific preparation of home economics teachers are not needed at this time.

Elements of plan incorporated into field study program for student teachers planned cooperatively with supervising teachers. Major purpose of field study was to help student teachers become acquainted with community agencies and organizations, community resources and employment opportunities.

The State Home Economics Association will work with teacher educator to conduct survey of home economists who are interested in full-time or part-time employment. The survey will seek information concerning the home economists' professional and work experience. Potential teachers for occupational programs will be identified.

Idaho:

Participant: Mrs. Janet Latham, Assistant State Supervisor, State Board for Vocational Education, Boise.

Plan: "Workshop on Wheels," a teacher education project for preparing or improving teachers for occupational programs. (See Appendix D-3)

Progress: Plan made at institute refined and submitted for funding. A committee from State Research Coordinating Unit appointed to study and revise.

Indiana:

Participant: Joyce J. Terrass, Purdue University.

Plan: General outline for two levels of graduate courses preparing occupational home economics teachers.

Progress: A new graduate course, Ed. 557, "Program Planning and Development in Occupational Home Economics" is being offered the second semester of 1967-68 school year at Purdue University. The class was closed at 25; 10 applicants for admission turned down. The outline which gives scope and sequence will provide basic plan for a more advanced graduate course. A request for Level II graduate course will be made for the following year if need is evident. (See Appendix D-4)

Kentucky:

Participants: Jewell Deene Ellis, Murray State University and Anna M. Gorman, University of Kentucky.

Plan: A project to identify potential teachers and prepare individuals selected to teach in home economics occupational programs in Kentucky.

Progress: Plans for cooperating with Kentucky Home Economics Association to complete a survey of potential teachers from among professional home economists, that is persons holding a baccalaureate degree in home economics, have been made. Survey forms are developed. Plans for completing survey in several geographic areas were made and a plan established for securing and training interviewers.

Objectives and general plans for four phases of a training program were completed. (See Appendix D-5)

Maine:

Participant: Mrs. Dawn C. Houghton, Home Economics Education, University of Maine, Orono.

Plan: Development of a handbook on occupational home economics programs for use in teacher preparation at the pre-service level. The content of the handbook will serve as guide for one segment of a home economics curriculum course.

Progress: The draft of the handbook was discussed with student teachers and their supervisors. In each student teaching center, the survey form, "A Specific Occupation Involving Home Economics Knowledge and Skills" was used with a selected employer of food service workers.

The initial draft of the handbook was discussed with superintendents whose administrative units have been designated as Regional Vocational Technical Centers and the vocational directors and home economics teachers in these schools.

The handbook has also been used with the state home economics advisory board.

Michigan:

Participant: Jane Bemis, Home Economics Education, Northern Michigan University, Marquette.

Plan: A series of occupational education experiences for use with pre-service and in-service teachers of home economics. Each experience may be used singly or together in:

- seminar courses for seniors and graduate students
- graduate level curriculum workshop
- sub-regional meetings of home economics teachers
- consultant service to school.

A bibliography, specific procedures and illustrative materials developed for initial use first semester 1967-68. Follow-up visits to beginning teachers in Upper Peninsula who have been involved in experiences will be made in 1968-69. A questionnaire will be used in determining ways in which instruction has been used by beginning teachers in other regions.

Michigan:

Participant: Carolyn Dommer, Home Economics Education, Michigan State University, East Lansing.

Plan: A proposal for providing coordinated employment experiences for vocational teachers.

Purposes: The purposes of the proposal are to: (1)identify dimensions of the occupational environment likely to be involved in the performances of various vocational teaching roles and (2) outline a program for providing employment experiences. (See Appendix D-7)

Minnesota:

Participant: Genevieve Olson, Program Planning and Development, State Department of Education.

Plan: In-service conference for home economics teachers, guidance personnel, and administrators.

Purpose: Greater degree of acceptance of the expanded role of home economics in vocational education.

Progress: Twenty-two meetings were held in October 1967. Approximately 1,000 persons representing 375 schools attended. Two additional meetings were held in spring 1968. Participants requested additional meetings of this kind, workshops to prepare themselves for specialized areas of teaching and more information on job opportunities and training opportunities needed. (See Appendix D-6)

Minnesota:

Participant: Marjory Moravek, Mankata State College.

Plan: Partial course outline for an undergraduate course in home economics education incorporating gainful employment aspects of vocational education.

Progress: Used during fall quarter.

New Jersey:

Participant: Mrs. Marie P. Meyer, Department of Vocational-Technical Education, Rutgers, the State University of New Brunswick.

Plan: A field experiemce/seminar course to be offered as a three-credit as partial fulfillment of a master's degree program in Vocational-Technical Education at Rutgers University. The program was designed for preparing home economics teachers of related occupational programs at secondary adult and post high school levels.

Progress: The externship implemented during the 1967-68 school year with three graduate students registered in the program during spring term. (See Appendix D-8)

New Jersey:

Participant: Helen McConnell, Glassboro State College.

Plan: A four-year teacher education plan for developing competence in teaching occupationally oriented home economics. In the initial curriculum design for a new college program in home economics approved in spring 1966, six broad competences were defined. One competence was stated: "A home economics teacher needs to recognize opportunities and general requirements for employment related to the subject area of home economics.

The proposed plan provides for developing this competence during each of the four years of the college program.

Freshman year: In an introduction to home economics, a survey of purposes and scope of home economics subject areas and professional activities is made. Interviews and school visits help students get an overview of home economics education programs for all age levels and to identify professional goals.

Sophomore year: A field trip to public housing projects assists in study of characteristics, needs, and motivation related to education and employment.

Junior year: A professional semester includes two concurrent courses, one with field experience. Detailed planning of this experience done in spring 1968. Experiences to be considered include: observation and participation of a variety of learners; assignments with community agencies serving families; observation in vocational classes preparing for specific job or job clusters; analysis of an employment situation and survey of occupations within a community.

Senior year: Student teaching to include opportunities to observe and/or teach in occupational courses and a special seminar to help individuals identify additional experiences they need to develop professional competence.

An elective course to provide further experience in occupational education is to be planned.

New York:

Participant: June Clarke, Home Economics Division, State University College at Buffalo.

Plan: Proposal for summer workshop and for an upper level undergraduate elective course (or beginning level graduate course), "Home Economics and Occupational Education."

Progress: Proposal for summer workshop submitted to Bureau of In-Service Education, State Education Department, Albany, N.Y. and approved for summer of 1968. This workshop to be one of four on occupational education offered for home economics personnel during summer of 1968.

Workshop to be offered to 20 teachers now involved in occupational education or who are serving in schools where there are large numbers of students with special needs. (See Appendix D-9)

New York:

Participant: Dr. Helen Y. Nelson, Home Economics Education, Cornell University.

Plan: Proposal for revised home economics education curriculum for Cornell University to meet proposed changes in regulations of state department of education for teaching technical and related subjects.

Progress: The plan developed was duplicated and used with home economics education staff at Cornell in connection with a college-wide review of the home economics core. A proposed revision of the core is still under consideration. At the state level, the material has been shared with an ad hoc committee working on guidelines for writing certification regulations. (See Appendix D-10)

Pennsylvania:

Participant: Mrs. Janet S. McMullen, Manfield State College. Mansfield.

Plan: See plan for Peggy Patrick, Arkansas.

Progress: Aspects of plan incorporated into teaching. Revisions made during use in sequence of objectives.

South Carolina:

Participant: Icesy Arnold, Home Economics Education, Winthrop College.

Plan: In-service course in occupational home economics.

Purpose: Provide a means to help home economics teachers develop the competencies needed to teach occupational home economics.

Progress: Course plan completed and being tried out. Course to be evaluated by: (1) evaluation of participants, (2) quality of curricula developed, and (3) follow-up visits to teachers enrolled in the course to determine quality of programs. (See Appendix D-11)

South Dakota:

Participant: Ardyce Gilbert, South Dakota State University, Brookings.

Plan: Proposal for credit course, "Practicum in Occupational Teacher Education" for undergraduate home economics education students. The purpose of course is to alert the student to realistic human interactions and problems involved in world of work. Work experience is included. Students will use a critical incident technique, modified for self-examination of emotional reactions to work situations as one part of record of experiences.

Progress: Course proposal presented to curriculum committee in January 1968 for approval for summer session 1968. Plans also being made for an in-service workshop for teachers currently involved in educational programs. (See Appendix D-12)

Tennessee:

Participant: Carole A. Jamison, Tennessee A. & I University, Nashville.

Plan: Course Outline: A Survey of Occupational Training Programs in Home Economics. The course planned as an elective for undergraduate home economics education majors.

Progress: Used as basis for additional curriculum planning during 1967-68 school year.

Texas:

Participant: Ophelia Manning, Home Economics Education, A. and I University, Kingsville.

Plan: Introductory in-service workshop for home economics teachers with emphasis on home economics education for gainful employment.

Progress: Plans completed for workshop to be held at Texas A. and I.University, June 17-21, 1968.

Texas:

Participant: Margaret Sitton, Home Economics Education, Texas Technological College, Lubbock.

Plan: See plan for Peggy Patrick, Arkansas.

Progress: Various aspects of the curriculum plan incorporated into two undergraduate courses. As a result of introducing home economics occupational programs as an integral part of home economics education course, students are developing habit of thinking in terms of both education for family living and occupational education.

Utah:

Participant: Marilyn Thompson, Department of Homemaking Education, Brigham Young University, Provo.

Plan: Pre-service unit for potential teachers. The unit is intended for undergraduate students and is to be taught within a methods course in which students are enrolled just prior to student teaching or in a workshop immediately following student teaching.

Progress: Plan incorporated into new course developed as a part of an over-all curriculum revision in fall 1967

Material shared at state meeting for supervising teachers in March 1968.

Vermont:

Participant: Mrs. Lucie Anderson, Home Economics Education, University of Vermont, Burlington.

Plan: Development of curriculum material for use in teacher preparation at the pre-service level.

Progress: Has developed a course in Occupational Education. The catalog description is as follows: OCCUPATIONAL EDUCATION (2-3). Role of the home economics teacher in organizing and implementing wage earning educational units at the secondary school level. Prerequisite: 171 or experience in secondary home economics education. The course was taught for first time during the last seven weeks of the second semester, March 18 - May 3, 1968.

One single concept film, Job Sequence in Food Service, was developed as a part of original plan.

Virginia:

Participant: Martha D. Sieg, Madison College,Harrisonburg.

Plan: A short unit of study to be incorporated into vocational home economics education.

Progress: Plan used second semester in Vocational Home Economics Education course.

The material developed served as background for planning experiences in working in four occupational training programs for all home economics majors beginning in the fall of 1968. This plan involves using a team of four staff members and will provide a two-week experience in studying knowledge and skills required in one of four occupational areas. (See Appendix D-12)

Washington:

Participant: Grace Granberg, Home Economics Education, University of Washington, Seattle.

Plan: Develop an audiotutorial kit To Help Teachers Identify Essential Steps in Planning for Occupational Programs in Home Economics. The kit includes: (1) 10 tape recordings of interviews with "authorities" giving information, and (2) a manual of instructions, guides and reactor sheets for the listener. The kit is designed for self teaching. An outline of contents of kit is in the Appendix.

Progress: Material used with groups at University of Washington and made available at cost to other groups. By March 15, 1968, 52 kits had been sold to teacher educators throughout the United States. (See Appendix D-13)

Wisconsin:

Participant: Florence E. Lauscher, State Department of Public Instruction, Madison.

Plan: One-week introductory in-service workshop for home economics teachers with emphasis on education for gainful employment.

Progress: Presented to vocational program administrator. Workshop to be conducted August 1968. (See Appendix D-14)

CONCLUSIONS AND GENERALIZATIONS

Major ideas and conclusions developed by each participant during the institute were reported at the final session. Statements of these conclusions and generalizations excerpted from transcription of a tape recording of the informal discussion are given here. The statements have been grouped into several general categories by the editor.

Purposes and Philosophies of Home Economics Education

1. The philosophy of vocational education must fit into a larger educational philosophy and philosophy of life if we are to educate individuals for all aspects of living and to cope with his total environment.

2. The best opportunities for learning come from the combined efforts of teachers involved in the team approach. One of the exciting persons on the team at this institute was Dr. Lagomarcino - he has been quoted consistently since he spoke to us. One of his statements which seems particularly useful to vocational educators is: "Children are cheated when they don't have an opportunity for both liberal and vocational education."

3. The home economics education program will be "as strong as its weakest link." The three main links in this chain are three major purposes: (1) to prepare learners for gainful employment, (2) to prepare youth and adults for homemaking or family living, and (3) to prepare women for their dual roles as homemakers and wage-earners.

4. It is easier to apply new techniques, design new courses, or develop new projects than to change some of our basic beliefs and assumptions. We have information material and media which provide new ideas for programs, courses and projects, but little information available to help support or evaluate assumptions, objectives, and beliefs. Unless we evaluate beliefs, we merely use new material and media to implement old objectives and beliefs. Perhaps we need to take time out to think about what we believe and determine whether the "is-ness" and the "ought-ness" go together. It is difficult to find the facts to support beliefs so we are apt to accept one set of beliefs as good as any and go on from there without further study.

5. Resistance of change may be a manifestation of insecurity; if one is mature, he is receptive to ideas and will be able to evaluate and change his actions in terms of greatest benefit to society rather than clinging to old ways of thought and action.

6. The word "commonality" was used many times. Frances Shipley, Dr. Tomlinson, Louise Mullan all reported on commonalities within clusters of jobs. This may give us clues of ways to organize and teach occupational courses and clues as to ways to prepare teachers. Perhaps we should also identify the commonalities of homemaking teachers and occupational home economics teachers - there may be more commonalities than we have recognized.

7. If the labors of teacher educators in implementing occupational programs in home economics are to be productive, then there is a need for: (1) a sound philosophy of vocational education, (2) a firm commitment that home economics can serve the dual purpose of training for homemaking and wage-earning, and (3) enthusiasm and interest in helping in-service and pre-service teachers become involved in developing creative ideas for implementing programs.

8. As home economists help youth or adults improve their competency on the job, they can also help with personal and family living problems. There are possibilities of strengthening the gainful employment classes by supplementing with "useful" homemaking courses.

9. The degree of success which home economists achieve in fulfilling the goal of preparing persons for gainful employment is directly related to positive and firm commitment toward this aspect of the total program. We need to continue to ask these questions: What are the true attitudes and feelings of teacher educators toward helping those individuals who have not been served adequately in home economics? How do we help prospective teachers acquire a positive commitment to education for wage-earning?

Cooperation and Integration within Vocational Education

1. Educators can interact constructively on common problems when the environment for interaction provides new experiences in non-threatening situations.

2. When all of those engaged in vocational education work together more closely, a better understanding of the purposes of each group will be developed; and in turn each group of vocational educators will be in a position to identify unique roles.

3. If a person at any level of an occupation os profession is to function effectively and successfully within the structure

of his responsibility, he needs continually to renew his efforts to establish and maintain satisfactory interpersonal relationships with individuals and groups at each level within the occupation or profession.

4. In a team approach, home economics may be integrated with programs of other vocational services - or the content of other services may be integrated into home economics - with each building upon the commonalities and the differences.

5. Integration of effort is needed among the local teachers, teacher educators, and state department of education as well as between businesses and education.

6. If educators really integrate efforts, each will work with other people to become a part of the total education of an individual rather than claiming that certain objectives are achieved within one course or one vocational service.

7. One vital part of cooperation is willingness to support an idea. For example, presently employed homemaking teacher may not be person to organize, plan and teach the occupational training courses but she can initiate, interpret and support programs.

Leadership and Communication

1. Steps to be taken in implementing plans made at the teacher education institute into an effective program of teacher training both for pre-service and inservice include informing the community of the possibilities for wage-earning programs for home economics oriented jobs. In a community that has no wage-earning programs established, community leaders and other key people can help the community become aware of the possibilities.

2. Meetings of vocational education coordinators can be used to communicate some of the ideas developed at the teacher education institute.

3. "soft sell" the home economicc occupational programs, when community needs to justify the effort.

4. Avenues of communication among all vocational services as well as with other areas of education and other departments within the state government need to be kept wide open.

5. We need to communicate the challenge of the expanded role of home economics education to all home economics teachers and stimulate each to apply this challenge in a way which is best for her and her situation - each person operates within the

realm of his experiences and tends to hear and retain those ideas which fit into his scheme of thinking. Even though we try to reconcile our varying beliefs and methods, if we try to function as someone else does, we become frustrated and lose our effectiveness.

Research Needs

1. From the reports of research given - and particularly from Dr. Scruggs' discussion - it is clear that we need to do more research that is "good" research. We also need to screen from the research which has been done in home economics and related fields in vocational education, the findings that can be interpreted and used by these implementing programs.

2. Extensive research is necessary to guide teacher educators and state vocational home economics personnel in setting up guidelines for occupational programs throughout all states of the United States. We need to do research on many of the "intervening variables" presented by Dr. Scruggs as she discussed a possible model for research and need to examine ultimate goals.

3. Research as a resource is not completely accessible to home economics teacher educators and supervisors unless they are directly connected in some way with research project.

Methods and Materials

1. Knowledge of media available encourages teachers to be innovative; the vocational teacher should be equipped to use all media available.

2. Special and specific needs of students can be met by use of self-tutorial devices, such as audio-tutorial tapes, which provide an opportunity for the learner to learn at his own rate. Single concept film aids the learner in determining the specific steps involved in a single process.

Teacher Preparation and Growth

1. The key to the success of a teaching program is the teacher. He needs to know what he is teaching, the subject matter content, but even more important is the feeling he has for another human being - his awareness, understanding and empathy for the individual as an individual and as a member of a group.

2. Teacher educators have responsibility broadening and expanding the scope of the home economics education program to include gainful employment as an integral part of the total program. This may be done by (1) considering programs designed

for gainful employment into all methods courses and student teaching and (2) providing courses and experiences for in-service and pre-service teachers which enable them to acquire skills and knowledge needed for teaching in occupational training programs.

3. Teachers who have been prepared to teach the "useful" (homemaking) aspects of home economics may feel a little insecure as they think about the job of preparing people for wage-earning occupations. Fear of doing the new is overcome when one becomes involved. Therefore, home economics teachers who are to teach courses designed to prepare persons for gainful occupations need to be involved in developing materials, in work experiences, and in making surveys and job analyses.

4. Orientation to the world of work. In order to be able to orient youth - and adults - to the world of work, teachers and supervisors need to re-orient themselves. Because of the innovations in methods, materials and organizational structure of businesses and industries, recency of work experience is of vital importance.

5. If one bases teacher preparation requirements on historically accepted (in vocational education)notions concerning the relationship of the quantity or quality of work experiences to effective teaching, the validity of the program can be questioned. When one analyzes the kinds of knowledge,comprehension, and skill needed to work significantly with the culturally and economically and educationally disadvantaged, it is obvious that the training programs for teachers can be neither short, crash, casual programs nor incidental to a craftman's skill. Research on the value of the work experience as a part of all vocational-technical teacher education programs is needed. Differences in kind and the amount of work experience needed are not necessarily differences in vocational service (e.g., Home Economics, Distributive Education, Agriculture) but may be differences related to differences of grade level, characteristics of learners and the level and nature of the occupation.

6. If professional people expect to keep up-to-date it is very important they attend professional meetings; reading does not help develop or clarify ideas in the way that involvement in a group situation does.

7. Conferences, institutes, and other types of educational programs for vocational educators are effective when participants have to plan projects in which they apply new ideas to their own locale.

8. Concentrated interaction and involvement with colleagues who are concerned about similar problems provides an opportunity to develop a vital dimension of professional resources. Innovation can be a lonely experience at times but short intensive professional work meetings can provide the basis for continued exchanges in developing program ideas and research in teacher education.

9. The excellent techniques for involving prospective teachers in home economics occupational programs which have been presented could be used to strength other areas of teacher education and other aspects of the total college program.

Appendix A

INSTITUTE FOR HOME ECONOMICS TEACHER EDUCATORS ON PREPARING TEACHERS FOR OCCUPATIONAL PROGRAMS

Iowa State University
July 24 - August 11, 1967

FIRST WEEK

Monday, July 24

Orientation
Developing Human Resources - James Socknot,* Iowa Manpower Development Council
Pre-Seminar Inventory - Hester Chadderdon
Home Economics in Occupational Programs
    As I see It - Margie Lowrance, State Supervisor,Washington
    In representative states - Jewell Ellis, Kentucky
        Carole Ellsworth, Arizona
        Carole Jamison, Tennessee
College of Home Economics Coffee Forum: Youth on Campus

Tuesday, July 25

Philosophies of Vocational Education as Bases for Planning Teacher Education
    Informal presentations - Virgil Lagomarcino, Director, Teacher Education, ISU, and
        Marie Meyer, Reg. II, USOE
    Discussants - Helen Nelson, Cornell University
        Margie Lowrance
        Kenneth Wold, Director, RCU, Iowa
    Group work. Development of Statements of Beliefs

Topic	Leaders
1. Pre-vocational education and Orientation to world of work	Alpha Jones, Alabama Eleanore Kohlmann
2. Commonalities in vocational education	Genevieve Olson, Minn. Kenneth Wold
3. Vocational education in secondary schools; in post-secondary schools	Peggy J. Patrick, Ark. Louise Mullan
4. Role of home economics in vocational education	Marjorie Moravek, Minn. Virginia F. Thomas
5. Vocational education for disadvantaged	Marie Meyer,Reg.II,USOE Gladys Ebert

Group picnic.

*Complete titles and addresses of leaders and participants are given on attached lists.

Wednesday, July 26

Chairman - Louise Mullan
Beliefs about Vocational Education: Implications for Teacher Education, Symposium of group leaders
Surveying Needs in Home Economics Related Occupations
    Importance of Surveys - Margie Lowrance
    A pre-service experiment - Joyce Terras
    Report of research project - Analysis of Tasks in Three Occupations: Frances Shipley, ISU
Procedures in making local surveys - Margie Lowrance
Film: HOME FIRES.

Thursday, July 27

Leader - Margie Lowrance
Surveying Occupational Needs: Implications for teacher education - Joyce Terras, Indiana
    Lucie Anderson, Vermont
    Gladys Grabe, Iowa
Procedures for Planning Occupational Training Programs -
    Carolyn Dommer, Michigan
    Ardyce Gilbert, South Dakota
    Janet Latham, Idaho
Review plans for Friday and second week.

Friday, July 28

Field experience - visit to Women's Job Corps, Omaha
    Planning committee: Blanche Miller, June Clarke - New York, Martha Sieg - Virginia, Marilynn Thompson - Utah.

SECOND WEEK

Monday, July 31

Women's Job Corps - Implications for teacher education:
    June Clarke, New York
    Martha Sieg, Virginia
    Marilynn Thompson, Utah
Selecting and Preparing Vocational Teachers
    Health Occupations - Elizabeth Kerr, Consultant, Iowa State Dept. of Voc. Ed., and Robert M. Tomlinson, University of Illinois
    Distributive Education - Kenneth Rowe, Arizona State U.
Unique and Common Elements in Teacher Education in Vocational Education - Sylvia Lee, Center for Vocational and Technical Education, Ohio State University
National Committee on Household Employment - Margaret Morris, Project Director
College of Home Economics Coffee Forum: Changing Roles of Women.

Tuesday, August 1:

Reports of Teacher Education Programs for Preparation of Teachers of Wage-Earning

Icesy Arnold - South Carolina	Grace Granberg - Washington
Jane Bemis - Michigan	Dorothy Stone - California

Group work: Developing plans for pre-service and in-service education.

Wednesday, August 2

Individual group work
Selecting prospective teachers, Anna Gorman, University of Ky.

Thursday, August 3

Individual work
Progress Reports
Report of research, recognized problems of single Iowa girls who enter world of work following high school graduation - - Phyllis Christmann, ISU

Friday, August 4

Field visit to Vocational Rehabilitation Center, Des Moines.

THIRD WEEK

Monday, August

Demonstration of Educational Media - Roger Volker, Educational Materials Center, ISU
Providing occupational experiences - Louise Mullan.

Tuesday, August 8

Group work
Second administration of Attitude Inventory - Hester Chadderdon.

Wednesday, August 9

Group work.

Thursday, August 10

Group work
Summary of attitude test results - Hester Chadderdon
Research in teacher education - progress and needs - Marguerite Scruggs
Review plans for Friday.

Friday, August 11

Project plans: selected reports
- Experiences in making a single concept film - Lucie Anderson, Vermont
- Philosophical bases for occupational experiences for teachers - Carolyn Dommer, Michigan
- A resource materials center - Margaret Sitton, Texas
- Introduction to wage-earning programs in home economics, an audio-visual presentation - Dorothy Stone,California
- Competences for teachers of home economics related occupations - Marie Meyer, Reg. II, USOE
- Critical incident technique, modified for self-examination of emotional reactions - Ardyce Gilbert, So. Dakota
- Audio-tutprial kit to assist teachers identify essential concepts in each step of process of planning home economics programs - Grace Granberg, Washington.

Big Ideas - a 3-minute report from each participant of major impressions and generalizations developed at institute.

Committees:

Institute Planning - Members of staff of Home Economics Education Department:
- Irene Beavers
- Hester Chadderdon
- Alberta D. Hill
- Eleanore Kohlmann
- Blanche Miller
- Louise Mullan(State Dept. of Education)
- Virginia Thomas

Steering Committee (July 24 - August 11)
- Alberta Hill
- Marie Meyer
- Helen Nelson
- Dorothy Stone
- Christine Tull

Facilities and Arrangements:
- Blanche Miller
- Gladys Grabe
- Dawn Houghton.

APPENDIX B

CONSULTANTS AND SPEAKERS
INSTITUTE FOR HOME ECONOMICS TEACHER EDUCATORS

Iowa State University
Ames, Iowa
July 24 - August 11, 1967

Mr. Leo Armatis, Director of Public Relations, Omaha Job Corps Center for Women, 314 South 16th St., Omaha, Nebraska

Miss Elizabeth Kerr, State Consultant, Health Occupation Education, University of Iowa, Iowa City, Iowa

Mr. Theo King, Iowa Vocational Rehabilitation Division, 1029 Des Moines St., Des Moines, Iowa

Dr. Sylvia Lee, Center for Vocational and Technical Education, Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212

Miss Margie Lowrance, Supervisor, Home and Family Life Education, State Board for Vocational Education, PO Box 248, Olympia, Washington, 98501

Mrs. Margaret M. Morris, Project Director, National Committee on Household Employment, 1346 Connecticut Ave. N.W., Washington, D.C. 20036

Mr. Kenneth L. Rowe, Teacher Educator, Distributive Education, College of Business Administration, Arizona State University, Tempe, Arizona

Mr. James Socknot, Iowa Manpower Development Council, 500 East Locust, Des Moines, Ioea

Dr. Robert M. Tomlinson, College of Education, University of Illinois, Urbana

Dr. Kenneth M. Wold, Director, Research Coordinating Unit, Division of Vocational Education, 217 - 7th St., Des Moines, Iowa

Iowa State University staff:

Home Economics Education:

Dr. Irene Beavers, associate professor
Dr. Hester Chadderdon, professor
Miss Phyllis Christmann, graduate assistant
Mrs. Gladys Ebert, instructor
Dr. Alberta D. Hill, head and professor
Dr. Eleanore L. Kohlmann, associate professor

- Miss Blanche Miller, assistant professor
- Dr. Marguerite Scruggs, professor and assistant dean, College of Home Economics
- Miss Frances Shipley, graduate assistant
- Dr. Virginia F. Thomas, associate professor

Dr. Virgil Lagomarcino, Director, Teacher Education

Miss Louise Mullan, Consultant, State Department of Education and Assistant Professor, Institution Management Department

Mr. Roger Volker, Director, Educational Materials Center.

APPENDIX C
List of Participants
Institute for Teacher Educators
Iowa State University
Ames, Iowa
1967

Lucie P. Anderson, Teacher Educator, University of Vermont, Burlington, Vermont 05401

Icesy Arnold, Itinerant Teacher Trainer, Winthrop College, Rock Hill, South Carolina 29733

Jane Bemis, Teacher Educator, Northern Michigan University, Marquette, Michigan 49855

June Clarke, Teacher Educator, State University College, Buffalo, New York 14222

Carolyn Dommer, Teacher Educator, Michigan State University, East Lansing, Michigan

Gladys Ebert, Teacher Educator, Iowa State University, Ames,Iowa

Jewell Deene Ellis, Itinerant Teacher Trainer, Murray State University, Murray, Kentucky 42071

Carol Ellsworth, Asst. State Supervisor, State Department of Vocational Education, Phoenix, Arizona 85007

Ardyce Gilbert, Teacher Educator, South Dakota State University Brookings, South Dakota

Anna M. Gorman, Teacher Educator, College of Education, University of Kentucky, Lexington, Kentucky 40506

Gladys Grabe, State Supervisor, State Board for Vocational Education, Des Moines, Iowa 50319

Grace Granberg, Teacher Educator, University of Washington, Seattle, Washington 98105

Dawn C. Houghton, Teacher Educator, University of Maine, Orono, Maine 04473

Carole Jamison, Teacher Educator, Tennessee A. and I.State University, Nashville, Tennessee 37203

Alpha H. Jones, Teacher Educator, Alabama A. & M. College, Normal, Alabama

Janet Latham, Asst. State Supervisor, State Board for Vocational
Education, Boise, Idaho 83701

Florence Lauscher, State Supervisor, State Dept. Public
Instruction, Madison, Wisconsin 53702

Ophelia S. Manning, Teacher Educator, Texas A. & I., Kingsville,
Texas 78363

Helen McConnell, Teacher Educator, Glassboro State College,
Glassboro, New Jersey 08028

Janet McMullen, Teacher Educator, Mansfield State College,
Mansfield, Pennsylvania 16933

Marie P. Meyer, Teacher Educator, Douglass College, Rutgers
University, New Brunswick, New Jersey 08903

Marjory Moravek, Teacher Educator, Mankato State College,
Mankato, Minnesota

Helen Y. Nelson, Teacher Educator, N.Y.State College of H.Ec.,
Cornell University, Ithaca, New York 14850

Genevieve L. Olson, Program Consultant, State Department of
Education, St. Paul, Minnesota 55101

Peggy Jones Patrick, State Supervisor, State Department of
Education, Little Rock, Arkansas 72201

Martha D. Sieg, Teacher Educator, Madison College, Harrisonburg,
Virginia 22801

Margaret Sitton, Teacher Educator, Texas Technological College,
Lubbock, Texas 79409

Dorothy W. Stone, Regional Supervisor, 809 State Bldg.,
Los Angeles, California 90012

Joyce Terrass, Teacher Educator, Purdue University, Lafayette,
Indiana 77907

Marilynn Thompson, Teacher Educator, Brigham Young University,
Provo, Utah

Christine Tull, Teacher Educator, University of Hawaii,
Honolulu, Hawaii 96822.

APPENDIX D

A PROPOSED INTRODUCTION TO OCCUPATIONAL PROGRAMS IN HOME ECONOMICS

Overview

The major purposes of the proposal were to:

Provide a structure for introducing occupational programs to home economics education majors.

Motivate home economics education majors to acquire additional training in preparation for teaching gainful employment courses.

The proposal was designed to be used in any of the following ways:

An integral part of the regular undergraduate teacher education program - methods course, special problems course, student teaching.

A unit in an undergraduate methods course in home economics education.

A supplementary offering in a special problems course preceding or following the student teaching experience.

An institute for teacher educators.

A workshop for in-service teachers.

A conceptual framework of the content for teacher education was developed to provide flexibility of use in home economics education programs.

Competences, Objectives and Generalizations

I. General competence: An understanding of the forces which brought about the present emphasis on occupational training.

Objectives:

Relate sociological, technological and economic conditions to legislation which provides for the establishment of occupational programs.

Identify the relationship between education for useful employment and education for gainful employment in a total school situation.

Gain some ability to use present and projected employment outlooks to determine and structure occupational programs for the community.

Generalizations:

Legislation is affected by social, technological, and economic conditions.

Present and projected outlook for employment indicates a need for training in home economics related occupations.

The implementation of gainful employment program in home economics involves reappraisal and adjustment of present concepts to most changing conditions.

II. General Competence: Identification of factors involved in planning and implementing occupational ptograms.

Objectives:

Identify attitudes toward work which contribute to job satisfaction.

Identify attitudes a teacher needs to plan and implement wage earning programs.

Recognize the need for cooperative and continuous vocational guidance.

Recognize the channels of communication which are necessary to establish and maintain an occupational program.

Identify teacher behaviors which contribute to affective public relations.

Evaluate various procedures used to collect information pertaining to the need for occupational training.

Recognize the affects of labor organization policies and regulations on employment practices.

Analyze work situations to select teaching techniques which involve students in learning experiences for gainful employment.

Gain skill in interviewing specialists and workers to gain information for use in planning occupational courses.

Plan field trips to acquaint high school students with job opportunities and community resources.

Recognize work experience as a means of acquuiring feelings toward work as well as understanding of skills needed for teaching gainful employment.

Develop ability to supervise student during work experience.

Generalizations:

Satisfying occupational experiences contribute to self-employment and self-acceptance.

Positive attitudes toward work contribute to a satisfying occupational experience.

The success of occupational training programs depends, to a large extent, upon cooperative and continuous vocational guidance.

Communication between the school and community lends support and mutual enrichment to an occupational program and promotes good public relations.

Understanding and interaction with members of the community and other vocational services contribute to occupational programs which will more nearly meet the needs of the community.

Flexibility in the work experience program permits adjustments for individual ability and competency levels.

Policies and regulations of labor organizations determine, to some extent, employment practices.

A broad knowledge and understanding of resources available enables the teacher to supplement her knowledge of and skills in specific occupations.

Related work experience for teachers of occupational programs provides a realistic view of the environmental factors of the world of work.

Concepts

In order to develop generalizations listed above, the following concepts would need to be clarified and expanded.

I. Forces which brought about occupational training
    Legislation
    Socio-economic conditions
    Technological advances

- Projected employment outlook
- Dual role of women and men
- Increased life expectancy
- Population mobility.

II. Planning and implementing occupational programs
- Community needs
- Policies and regulations
  - Vocational education
  - Labor regulations
  - Health and safety regulations
  - Licensing
- Dignity of the individual
- Attitudes toward work
- Cooperative vocational guidance
- Communications
- Available resources
- Work-study programs
- Work experiences
- On-the-job training and supervision
- Cooperative education
  - Field study
- Vocational interest
- Vocational ability
- Employment practices
- Work environment
- Job classifications
- Job analysis
- Employment survey

Plan for Evaluation

Complete evaluation of the proposal will include an immediate and long term assessment.

Immediate:

During the fall, 1967, each member of the committee will use and evaluate the proposal to determine:
- If the purposes were achieved
- Its adaptability to various intended uses
- Needed changes.

To help each member evaluate the proposal, the committee recommends that the plan for evaluation include an assessment of student:

Comprehension of the social, technological, and economic conditions which led to legislation providing for occupational training.

Comprehension of the laws and regulations providing for and implementing occupational education.

Comprehension of the role of the teacher in vocational guidance and counseling.

Ability to identify channels of communication needed to plan and implement gainful employment and relate these to good public relations.

Ability to relate attitudes toward work to satisfaction with work experiences and employment.

Ability to relate understanding of work environment and employment practices to satisfaction with work experiences and employment.

Ability to use employment surveys as a guide for planning curriculum such as:
To identify community needs and available resources
To make job analysis for job classifications.

Long term:

A follow-up of students (visits and questionnaires) will be made to determine evidences of interest such as:

Following the development of occupational programs locally and nationally
Participating in a workshop or an advanced course for gainful employment
Participating in an occupational education program as a member of a team
Directing or coordinating an occupational education program.

As an interest factor, and not as an evaluation of the proposal, the committee is interested in evidence which indicate that these learnings have been incorporated in the useful employment home economics classes.

Slides and Taped Commentary on
FOCUS ON GAINFUL EMPLOYMENT EDUCATION IN HOME ECONOMICS IN CALIFORNIA

Objectives

Increase interest and understanding of education for gainful employment related to home economics, the reasons for its national development, and the procedures for initiating a specific program in California.

Stimulate the desire for further consideration and study of home economics education programs at the high school and junior college levels for "better homes for a better world and for the development of individuals who can contribute to and find satisfaction in the world of work."(1)

Description of Project

Develop a set of slides with accompanying taped commentary, explaining programs of gainful employment that utilize home economics skills and knowledge for use of teacher educators in pre-service education classes and for supervisors of homemaking education to use for in-service teacher education. Length of time: 25-30 minutes.

A packet of materials and pamphlets will be assembled to accompany the slides and tapes for further study by student teachers and teachers.

A duplicate set of the slides, tapes, and packet will be made available to each of:

A. Teacher educators of the 25 institutions of higher education where teachers of homemaking education are prepared.
B. Ten state supervisors from whom it will be loaned to county and city supervisors of homemaking education as requested.

Suggestions for possible uses of the slides, tapes, and packet and a device for evaluating its effectiveness as an instructional aid, to be filled out and returned, will be prepared and disseminated with it.

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(1) Ruth Stovall, "Leadership Development in Home Economics." American Vocational Journal, May 1967, Vol. 42, No. 5, p.29.

The sequence of the content for the film, FOCUS ON GAINFUL EMPLOYMENT EDUCATION IN HOME ECONOMICS IN CALIFORNIA, will follow these questions, showing pictures with accompanying commentary for information:

1. What is gainful employment education in home economics?
2. How did this kind of program happen to come into existence?
3. How do these programs for gainful employment differ from the program for homemaking education?
4. Who teaches these programs?
5. How do you initiate and start a program for gainful employment?
6. How do you develop such a program?
7. When and where will these programs be developed and what will be taught ?
8. Who will be enrolled?
9. What facilities and equipment will be required?
10. How do you finance this program?
11. How is it taught?
12. How do you evaluate the effectiveness of this program?
13. What is the nursery school assistant program?
14. How can a student teacher or experienced teacher learn more about gainful employment education in home economics?
15. What are the satisfactions for a teacher in developing a program for gainful employment.

Example of the format for planning the slides and taped commentary:

1. What is Gainful Employment Education in Home Economics?

Questions and information:

Preparation for jobs that use home economics skills and knowledge at less than baccalaureate degree levels of education: high school and junior college (entry-level and semi-skilled jobs).

Some specific jobs related to home economics.

Slide frames:

Five or six slides showing examples of employees of different age levels working in jobs; i.e., aide in a nursery school or child care center, homemaker's assistant, salesgirl in clothing store or food service worker.

A slide showing a chart that lists occupations grouped under major areas of home economics curriculum.

Sources for commentary:

The world of work in occupations related to home economics: articles in current journals and state publications.

A Washington state chart distributed at the institute "Occupations Using Knowledge and Skills of Home Economics" or one developed in California.

2. Why is Education for Gainful Employment at Less than College Level Important?

Questions and information:

National picture of unemployment, high school dropouts and its relationship to college entrace curricular emphasis in schools.

Home economics education contributes to total education that furthers home and family living through useful homemaking education (Smith-Hughes, George Barden Acts) and through gainful employment education (MDTA, VEA '63)

Slide frames:

Slides showing charts from the Summary Reports of panel:
p. 1 - by 1970, 87 million will be working full-time
p. 2 - schools must help 26 million youngsters work their way through challenging decade ahead
p. 3 - eight out of ten will not complete college
p. 4 - 1960-70 the most rapidly expanding occupations.

Slide of a presentation showing development through legislation of home economics education now including that for gainful employment.

Sources for commentary:

Education for Changing World of Work - Report of Panel of Consultants on Vocational Education requested by the President of the United States.
Venn, Grant: Man, Education and Work
" " : Womanpower USA - speech made at National FHA meeting, July 1967
U.S. Dept. of Labor: California Women Employment Statistics
Already developed in California
Vocational Education Act of 1963 - Purposes.

Plan for development

August 1967, staff of Bureau of Homemaking Education, California State Department of Education - meet to review proposed project for acceptance and suggestions for revision, resources, implementation and financing.

October 1967, Bureau staff committee - prepare application for funds from Sears Roebuck Foundation.

November 1967, Bureau staff committee - confer with representative of Sears Roebuck Foundation. Develop application into final form and submitted to foundation.

December 1967, Bureau staff committee - revise and develop proposed sequence of slides and commentary content.

January 1968, Advisory committee composed of representatives from home economics teacher educators, city and county supervisors, teachers of existing gainful employment education programs, Sears Roebuck Foundation and photographer - review project for suggestions and recommendations.

February 1968, Staff committee and representatives from advisory committee - review proposed sequence of slides and content of commentary, confer with photographer, and select locations and arrange for photography.

March 1968, announce the project giving progress report to statewide educators and department heads from institutions where homemaking teachers are prepared.

March and April 1968, staff committee with assistance of advisory committee members - complete the content of the commentary; prepare material for packets, bibliography, charts, suggestions for use of slides, evaluation device; select slides from those submitted by photographer.

May 1968, advisory committee - preview final product. Evaluate an and recommend necessary adjustments and make plans for effective distribution of the sets for maximum results in accomplishing the purposes of the project.

Plan for Evaluation of the Project

A device for evaluating the effectiveness of "A Focus on Gainful Employment Education in Home Economics in California" as an instructional aid will be developed, duplicated, and enclosed in each of the packets. These will be filled out and returned after its use in classrooms at the colleges and/or at meetings of teachers and administrators from which a tabulation and summary of responses will be made as a report.

Personal interview follow-up with a representative group of teacher educators and supervisors who use the film will be made. Evidence of the inclusion of units or experiences on gainful employment in pre-service teacher education in home economics as a result of the stimulation from the presentation will be collected for the report.

A plan for evaluation during the following years (1968-70) will be developed to determine continuing effectiveness through a:

(1) Survey of former student teachers now in classrooms to determine if and how the presentation (slides and tapes) has influenced their programs.

(2) Survey of new gainful employment programs, especially those in nursery school education, to determine any motivating effect the presentation may have had to bring into existence more programs.

Description of the project for which funding is being requested

A fourth step in long-range planning has now evolved as a result of the accomplished steps described in the preceding statements and the impetus given by national institutes attended by two staff members in Home Economics Education from the California State Department of Education.

National institutes funded through the Division of Adult and Vocational Research, U. S. Office of Education, Department of Health, Education and Welfare, were held in the United States for the first time during the summer of 1967. The institutes were directly related to education for occupational programs in vocational education. Two of the institutes were for home economics. These were:

1. An Institute for Home Economics Teacher Educators on Preparing Teachers for Occupational Programs held at Iowa State University at Ames
2. An Institute on Post-High School Wage Earning Programs in Home Economics Education in Child Care and Guidance held at Florida State University, Tallahassee.

One of the major stated objectives for the institute for teacher educators was "to develop plans for programs for preparing present and prospective home economics teachers for occupational programs." A major stated objective of the Institute on Post-High School Wage Earning Programs was "to aid vocational schools, community colleges, junior colleges and technical schools in training persons to work with young children.

The plan for implementation of the above institute objectives for the pre-service and in-service teacher education and in line with long-term plans for California as previously described in steps 1, 2 and 3, Part I, is: (1) to develop a series of transparencies with overlays explaining programs of gainful employment that use home economics skills and knowledge which would serve to increase interest and understanding of education for gainful employment related to home economics, the reason for its national development and the procedures for initiating a specific program in California, and (2) to develop a set of colored slides with accompanying synchronized taped track explaining the step-by-step development of gainful employment programs for the care and guidance of children, explaining the differences in program emphasis at the high school and post-high school levels which would stimulate the desire for further consideration and study of home economics education programs at the high school, junior college and adult levels for "better homes for a better world and for the development of individuals who can contribute to and find satisfaction in the world of work."(1) A packet of materials to accompany the transparencies, slides, and tapes will be prepared for use in further study and interpretation of gainful employment education in home economics.

The audio-visual media described for development will serve as an invaluable tool to assist in bringing about needed change and acceptance of new developments in home economics education. At a pre-service teacher education level it can be used to initiate the prospective home economics teacher to the world of work at less than college degree level; for those who are already teaching and are faced with change it can provide a means for understanding gainful employment programs and the procedures for initiating a specific one; for administrators who are the prime movers in educational innovation it can serve as an interpretetive device.

The length of the presentation is to be 25-30 minutes and will carry the title of "A Look at Gainful Employment Education in Home Economics in California."

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(1) Stovall, Ruth, Leadership Development in Home Economics, American Vocational Journal, Vol. 42, No. 5, May,1967, pp.29

The content of the proposed sequence of the commentary for the slides showing real programs in action and the transparancies of statistical information will answer the following questions:

1. What is gainful employment education in home economics?
2. How did this kind of program happen to come into existence?
3. How do these programs for gainful employment differ from the program for homemaking education?
4. Who teaches these programs?
5. How do you initiate and start a program for gainful employment?
6. How do you develop such a program?
7. When and where will these programs be developed and what will be taught?
8. Who will be enrolled?
9. What facilities and equipment will be required?
10. How do you finance this program?
11. How is it taught?
12. How do you evaluate the effectiveness of this program?
13. What is the nursery school assistant program?
14. How can a student teacher or experienced teacher learn more about gainful employment education in home economics?
15. What are the satisfactions for a teacher in developing a program for gainful employment?

Description of the way in which the project would be administered

The Bureau of Homemaking Education, State Department of Education, has reviewed the proposed project, given endorsement and would administer it through the staff membersassigned to Home Economics Teacher Education, Mrs. Dorothy Stone and Mrs. Velma Johnston, of the Bureau of Junior College Vocational-Technical Education, serving as a committee. These are the two staff members who attended the national institutes for home economics during the summer of 1967 and who:

- have developed the outline for the slides, the script for the tape, and the transparencies.
- have prepared the project proposal requesting a grant from the Sears-Roebuck Foundation.
- have investigated sources of assistance, securing tentative commitments and resulting costs in order to prepare the budget.

If the grant of $2,900 can be made by the Sears-Roebuck Foundation, the staff committee with the assistance of an advisory committee, will assume the responsibilities of:

- refining the proposed sequence of the content of the script, slides and transparencies.
- conferring with the slide producer and the producer of the master transparencies.
- selecting locations and arranging for photographing by the film producer.
- preparing and assembling packets of material to accompany the slides, tape and transparencies.
- final editing of completed project.

Upon the completion of the master slide set, tapes, transparencies and packet materials, 35 duplicates will be made for distribution to the 25 California colleges where teachers of homemaking education are prepared. Thus the teacher education program at each institution will have immediate access to a source of information and an inspiring interpretation of programs of gainful employment that use home economics knowledge and skills. The remaining ten sets will be distributed to state staff members of the Bureau of Homemaking Education for use with groups of teachers and administrators and for similar use by local supervisors when they wish to borrow a set from one of the state offices.

The annual statewide conference of chairmen and teacher educators of home economics of the institutions of higher education is scheduled for March 4-5, 1968, in Bakersfield. The premiere of "A Look at Gainful Employment Education in Home Economics in California" will constitute the program of the dinner and evening session, March 4. Representatives of Sears-Roebuck Foundation will be invited to participate in the activities on that occasion. It will be shown again at the annual conference on home economics in California junior colleges at the dinner meeting, April 26, 1968, at the Del Webb Towne House in Fresno. Deans of instruction, directors of vocational education, counselors as well as instructors of home economics will be attending. A Sears-Roebuck Foundation representative will be welcome.

TEACHER EDUCATION PROJECT FOR PREPARING OR IMPROVING TEACHERS FOR OCCUPATIONAL PROGRAMS

Workshop on Wheels

I. **The purpose:** To implement a traveling education workshop for experienced home economics teachers at the secondary level, which will (1) update their concept of the world of work, vocational education and home economics related occupations, and (2) provide a basis for program development in occupational home economics to meet pupil needs and job market trends.

This study will make a significant contribution to vocational education since it will provide teachers with an opportunity to expand their concept of and interest in the world of work; it will provide experiences which can be related to Idaho's job market; it will provide evidence of the contribution home economics has made or is making to family life and occupational competence in the world of work.

II. The specific objectives are to enable participants to:

1. Understand more about the world of work and realize the implications for vocational education.

2. Recognize more job opportunities and levels of employment for women based on knowledge and skills of home economics.

3. Prepare a tentative plan for teaching a class in occupational home economics related to local needs.

4. Gain some ability to supervise, coordinate and evaluate work experience.

5. Develop some method of trainee follow-8p which will evaluate training and give direction for change.

III. Description of procedures

A. Activities

It is proposed the project will be conducted by a college or university directed by the assistant state supervisor. The following procedures will be followed:

1. Initial planning

The following steps in planning will be the responsibility of the director

a. Contact universities to obtain cooperation

b. Submit tentative plan to State Department of Vocational Education for funds

c. Recruit resource people, businesses and industries, and instructor

d. Write letters to superintendents to get indication of interest and names of teachers

e. Extend invitations to prospective teachers participating

f. Select participants

g. Confirm plan with agencies, educators, firms, hotels and others involved

h. Collect materials for use by participants

i. Distribute final plans to participating teachers.

2. Orientation seminar - three days. The orientation will include presentations, discussions and short field trips. Resource people from vocational education, business, industry, employment and other agencies will be utilized. Field trips will be made to nursing homes, hospitals, food service facilities.

3. Charter bus trip - 10 days.
Transportation and housing will be provided as group visits Spokane, Seattle, Tacome, Portland, Caldwell, Boise to observe hospitals, day care centers, nursing homes, hotels, food establishments, retail and processing, garment industries and vocational schools.

4. Work experience stations - one week
Work stations will be provided for participants in nursing homes, hotels and motels, child care facilities, retail stores, various food establishments and laundry facilities.

5. Evaluation
Each participant will be asked to daily evaluate the experience by writing the "Big Idea" gained during the day.

6. Summary seminar - one week
During this seminar opportunity will be provided for participants to develop tentative plans for occupational home economics. Consultants and various experts will help develop techniques of supervision, coordination and evaluation.

IMCOMPLETE GENERAL OUTLINE FOR TWO LEVELS OF GRADUATE COURSES PREPARING OCCUPATIONAL HOME ECONOMICS TEACHERS

Introduction:

The need for preparing occupational home economics teachers becomes more evident and vital each day. Graduate level courses are one solution. Two broad objectives for teacher educators, (1) to stimulate and interest teachers in developing and teaching occupational home economics courses and (2) to develop teacher competencies needed for teaching occupational home economics, indicated the need of graduate courses.

Due to the wide range of experiences and knowledge of home economics teachers for occupational home economics and because it is a new aspect of teaching home economics, the need for a basic general course and an advanced course to further develop the competencies of teachers was recognized.

A new graduate course, Ed. 557, "Program Planning and Development in Occupational Home Economics" is being offered the second semester of 1967-68 school year at Purdue University. The conceptual outline of this course gives the scope and sequence which can be used for an advanced course, Level II. From this suggested outline, two individual courses could be developed or the needs of teachers with varying experiences and backgrounds in occupational home economics could be met with different learning experiences in the same graduate class.

Only a brief conceptual outline is given with one or more learning experiences at both levels. It is believed that it is sufficient to give the direction of both levels.

Plan for evaluation:

1. Cooperative and continuous evaluation during the semester.
2. One or two visits of class participants involved in teaching occupational home economics the following school year.
3. Send an evaluation device to class participants as to suggested changes in course content.

Concepts and Learning Experiences:

Level I (Ed. 557)	Level II (Advanced)
Philosophy:	
Class react to panel of vocational educaors on philosophy.	Plan scope and sequence for homemaking and occupational home economics for rural

Level I	Level II
Write own beliefs about occupational home economics. Repeat at the end of the semester and compare.	and urban high schools, area schools and small and large high schools. Include post high schools and adults.
Federal legislation and state plans:	
Complete a state occupational application for a new occupational home economics class.	Suggest solutions to case studies of problem situations by applying state plan and federal regulations.
Advisory committee:	
Define the role of an advisory committee.	Discuss the need of general and/or specific advisory committees.
Select an advisory committee from own community for a particular cluster of jobs.	Invite business people who are advisory committee members or possible members and demonstrate a committee meeting.
Prepare a letter asking people to be members of an advisory committee and outline their responsibilities.	Write objectives for committee meetings at different stages of the development of an occupational program.
Surveys:	
Conduct a survey for employment needs in a community for one area.	Analyze the results of a survey and use to develop an occupational home economics program or class. This may be an approach to administrators, guidance personnel and board of education or a formal plan giving the steps.
Interview one or more employers for employment need.	
Construct a questionnaire for occupational interest in home economics for high school students.	
Personnel in Vocational Education Programs:	
Identify line and staff relationships in different types of school situations.	Vocational guidance counselor suggest ways of identifying students for different occupations. Have a two-way question and answer session.

Level I	Level II
Identify the responsibilities of state vocational people in working with individual teachers.	State occupational home economics supervisor work with the group.
Teacher Qualifications:	
Discuss the commonalities and differences in teaching homemaking and occupational home economics.	After completing supervised work experience in one area, list skills and knowledge needed to prepare people for this job.
Prepare a list of competencies needed for an occupational home economics teacher.	List experiences and knowledge to be included in preparing teachers for occupational home economics.
Debate the amount of work experience needed for a teacher preparing workers for a particular job.	Debate preparing college graduates for teaching both homemaking and occupational home economics.
Have a "successful" cooperating teacher give ways of working with employers and visiting students on-the-job.	
Curriculum:	
Make a job analysis and write one or two lessons or part of a unit preparing a person for this job.	Using knowledge and skills gained from work experience, develop an outline for a curriculum training a student to be a worker in an entry level job in this area.
From information gained from a tele-conference with a person in an industry using workers in an area related to home economics, list skills and knowledge wanted by employers for a given job.	
Space and equipment:	
Identify the space and equipment needed for teaching one area in occupational home economics.	Given curricula in several areas of occupational home economics, sketch a home economics department including

Prepare a rough draft for remodeling or reorganizing a home economics room for teaching one area in occupational home economics	occupational home economics for a new school. Explain and defend to an architect and administrators.

Student Qualifications:

Prepare a list of personal qualifications of a high school student for entry level jobs of various kinds.	Construct an application form for a student for an occupational home economics class.
Work with a guidance counselor.	Construct a certificate to be given to members of adult courses upon completion of an occupational class with hours of work experience.

Methods of Teaching:

Identify the commonalities and differences in methods of teaching homemaking and occupational home economics. Discuss and demonstrate methods as needed.	Given curricula for occupational home economics, identify and suggest methods for teaching the units.

Teaching Materials:

Analyze, evaluate and adapt some homemaking teaching materials for use in teaching occupational home economics.	Prepare teaching materials for a given lesson or unit in occupational home economics.

Evaluation:

Analyze and adapt two or three evaluation devices for use in an occupational home economics class.	Develop evaluation devices for a given unit for occupational devices.
	Suggest or develop methods or forms for "following-up" students after completion of an occupational device.

Public Relations:

Write newspaper story about a new or an existing occupational home economics program.	Develop a brochure for occupational home economics program.

	Write article or give highlights of talk explaining occupational home economics including some student success stories for legislators,people in industry, newspaper, etc.
Prepare outline for home economist to use on a vocational education panel for PTA, clubs, etc.	Make a plan for interpreting homemaking and occupational home economics.
Prepare illustrative material for an interpretative talk to the public on occupational home economics programs.	Have 2 or 3 detailed specific methods and times of interpreting.

PLAN FOR IDENTIFYING POTENTIAL TEACHERS AND PREPARING THE SELECTED TEACHERS TO TEACH IN THE HOME ECONOMICS OCCUPATIONAL PROGRAMS IN KENTUCKY

Development and expansion of effective home economics occupational preparation programs depend in part upon the teachers of the programs. Teachers currently employed in teaching homemaking programs may consider their present positions to be time consuming and complex enough without the addition of other responsibilities. Besides this factor, the homemaking teacher often believes that she can make her greatest contribution through teaching of youth and adults in the homemaking aspect of home economics. Therefore, a problem facing home economics occupational program development is that of supply and preparation of teachers for these programs.

At present, there are many home economists who are not employed in professional positions. Many are young mothers;some home economists who have not returned to working after rearing the family; still others have never had a professional position. These home economists have the ability to make excellent contributions, if they could be located, if less than full-time positions were available, and if they were given additional education to qualify for the position. Therefore, the purpose of this project is to plan for a way of identifying these potential teachers and to develop a plan for preparing a selected group to assist in teaching the occupational preparation programs in home economics.

Objectives

The following objectives were selected for the project.

1. Identify potential teachers for home economics occupational preparation programs.

2. Determine qualifications of teachers for the occupational preparation programs.

3. Interpret occupational education to home economists expressing an interest in such programs.

4. Conduct in-service programs for groups of home economists desiring to teach occupational programs.

Definitions and explanation

Professional home economist: a person having a baccalaureate degree in home economics.

Occupational home economics: a home economics program which has as its objective the preparation for an occupation utilizing home economics knowledge and skills and terminating with less than a baccalaureate degree.

Home Economist in Homemaking: one of a group of at least eight home economists affiliated with the American and a state home economics association.

Procedures

The identification element of the project involves locating the unemployed or underemployed home economist as a first step. In addition to knowing who she is and her address, additional information is needed regarding her background in educational experience, factors related to personal living, and factors related to emplotment experiences, both at the professional level and/or at the non-professional levels. A completion type survey was constructed.

Pretesting of the form will be completed by interviewing two state supervisors and two teacher educators in Kentucky. (A copy of the initial form "Searching for You" is attached.

An "Employment Opportunities in Kentucky Involving Home Economics Knowledge and Skills" research project was completed in August, 1967. This research project involved eight populous areas of Kentucky -Bowling Green, Covington, Frankfort, Henderson, Lexington, Louisville, Owensboro, andPaducah. Since occupational classes, based upon the findings of this study will be developed in these population areas, teachers who are prepared for teaching specific courses will be needed. Therefore, the survey for identifying of potential teachers will be made in these eight areas. Other areas will be surveyed because of need for potential programs in these areas.

Teams of home economists in the eight population areas will be selected for interviewing. In three areas the president of the State Home Economics Association will contact each chairman of Home Economists in Homemaking, explain the project to her,and ask her to name a three or four-member team to do the telephone interviewing. In the other nine areas, the president of the state HEA will appoint a three-member team of home economists. After interviewing teams are established, each team will be trained by one of the investigators.

It was decided that more unemployed home economists could be reached if local newspapers were used to announce the need. In addition, local radio and television stations will be contacted to make spot announcements and/or be included as a part of home economics related programs.

The newspaper article which will appear in the twelve areas suggests that the potential teachers call one of three or four names. It was decided to use the telephone type of interview because it affords more personal contact with the potential teacher, yields more complete data return, allows for probing for complete answers, and is relatively inexpensive.

Each potential teacher's qualifications will be listed by geographic location. Those who state that they have no desire for part-time or full-time employment will be separated from the list. A follow-up letter of thanks will be sent by the president of the HEA with information regarding community and professional organizations.

The potential teachers will be selected from the remaining names. In each of the twelve areas, a meeting will be held for this group. The meeting will be conducted by members of the State Department of Education, home economics education personnel, and one investigator. The purpose of this meeting is to explain the occupational-preparation emphasis in home economics.

Survey forms for each group of home economists who still express an interest in further meetings and teaching responsibilities will be reviewed in light of the qualifications needed for teachers of the various occupations.

Teacher Preparation Programs

First Phase: A day and a half session will be conducted where general information regarding the occupational preparation aspect of the home economics program will be explained to help potential teachers understand the program. The entire group of potential teachers will attend this first phase program. The meeting for the entire group of potential teachers will be held in a central location.

The following objectives will serve as guides in the development of Phase One program of training:

1. Understand recent legislation affecting educational programs including the Vocational Act of 1963.

2. Be able to explain the differences in the homemaking and occupational phase of the program and to state the overall objective of home economics.

3. Comprehend and be able to explain to others criteria for determining the feasibility of establishing an occupational preparation program.

4. Understand methods of selecting, organizing, and working with advisory committees in planning and executing occupational programs.

5. Develop steps necessary in setting up an occupational program.

6. Recognize the importance and purpose of extended laboratory experience.

7. Comprehend criteria for selecting persons as trainees for specific occupational programs.

8. Be aware of facilities, supplies, and teaching materials needed for occupational programs.

9. Identify basic principles of evaluation that can be applied to occupational programs.

10. Become aware of procedures of placement and follow-up of trainees on-the-job.

Second Phase: This is being planned for potential teachers with outdated or little or no professional education.

After examination of the personal and professional qualifications of the potential teachers, the decision will be made whether it would be economical to have one five-day session or more than one session in the state and whether a separate session for the certified teacher group who need updating in professional education content is needed. The possibility of offering the program for credit will be explored.

Three teams of home economics teacher educators will be used in the Second Phase, if the decision is made to have more than one session. The following objectives will serve as guides in planning this phase.

1. Discuss and illustrate by examples the process of teaching.

2. Recognize characteristics of high school and adult learners.

3. Use effectively methods and techniques of instruction.

4. Plan units using curriculum materials prepared for occupational education.

5. Plan lessons that include objectives, generalizations, and learning experiences.

6. Develop techniques of working with employers.

7. Comprehend principles and techniques of supervising extended laboratory experiences.

8. Apply principles of evaluation to assess teaching process.

Third Phase: The Third Phase program of preparation for teaching will be based on the specific clusters of occupational programs needed. As envisioned from the Employment Opportunities research project, there will be occupational programs directly related to the (1) clothing area, (2) food service and management area, (3) child development area, and (4) home management and home service area.

A two-week occupational workshop, "Specific Occupations," will be held at one of the state universities to update teachers in subject matter related to the occupation. This workshop may include some general sessions in addition to small group sessions to work on specific occupations with specialist in the field. Materials developed by personnel at the University of Kentucky will serve as a guide for building the potential course outlines.

Fourth Phase: The Home Economics Program Projection is for at least 16 new occupational programs to be underway by September, 1968. To offer assistance for problems as they arise and to evaluate the effectiveness of the first three phases of this educational program, the two investigators and the assistant state director of home economics education will visit these new teachers once a month during the school year of 1968. When common problems occur, special conferences will be planned to give assistance. When additional materials for instruction are needed, these three people will arrange for their preparation. The visits will allow the program-evaluation team to enumerate problems encountered by these teachers, estimate the effectiveness of materials developed, and note changes needed in future teacher education programs.

"SEARCHING FOR YOU"

Directions: Complete the following form by writing in, as completely as possible, the descriptions given by the home economists.

Part I. Personal Data

1. Name ______________________________
(First) (Middle or maiden) (Last)

2. Phone ______________

3. Address ______________________________
(Street) (City) (Zip code)

4. Husband's name ______________________________

5. Husband's occupation ______________________________

6. List children by name and age ______________________________

____

7. List community, civic, social organizations to which you belong and list your participation ______________

____

____

Part II. Educational Background

8. List college or university where you received the bachelor's degree______________________________

9. List your major and the approximate number of hours earned

____

10. List your minor and the approximate number of hours earned

____

11. Year the bachelor's degree was received ______________

12. List college or university where you received an advanced degree(s) or where you have done some advanced study

____

13. List what you studied by the year in which it was studied.

Part III. Positions

14. If you are employed, describe your present position by giving the name, location of the employment, and length of time in this position ______________________________

____

15. If you have had other professional positions, describe the positions held, how long you had the position, and location

____

____

16. List and describe the job or jobs of a non-professional nature which you have held since high school, with date

____

____

Part IV. Present Employment Interest

17. The field of home economics has many new positions available. Would you be interested in accepting employment or changing positions, if part-time or full-time teaching positions were available in your locale? ____________________

18. If your answer to question 17 was that you are or may be interested, could you attend a meeting where a new home economics program will be explained? ________________

19. Any other comment______________________________

Interviewed by ______________

Phone number ________________

8

A PLAN FOR AN IN SERVICE CONFERENCE FOR HOME ECONOMICS TEACHERS, GUIDANCE PERSONNEL, AND ADMINISTRATORS ON OCCUPATIONAL PREPARATION IN HIGH SCHOOL HOME ECONOMICS PROGRAMS

State Department of Education, Minnesota

The exposure of Minnesota home economics teacher to the implications of the Vocational Education Act of 1963 to home economics had been incomplete and, in many ways, inconsistent due to changes that occur with a developing philosophy, the results of which are varying degrees of apathy, confusion, and misunderstanding.

The purpose of the conference was to aim toward the acceptance of the expanded role of home economics in vocational education by the home economics teachers, guidance personnel, and administrators. The phrase in the statement of purpose "aim toward" is important. It was recognized that complete attainment would be impossible in such a short time yet there was desire to keep sights set high because of the urgency of the challenge with which home economics educators are faced.

The degree to which this purpose was accomplished will be measured by the action planned and evidence of action taken within the schools as observed in school visits, through requests made for the help of home economics supervisors and program development consultants, by participation in related summer workshops next year, and as reported on the annual descriptive report.

Action initiated within the conference program is expected to continue as a plan for local action. These action ideas were basic to planning the conference.

1. Identify the expanded role of home economics in vocational education
2. Compare and contrast the present and expanded roles
3. Establish the need for assuming an expanded role
4. Determine the effect of the expanded role in the present program
5. Implement the expanded role through present program, program course revisions, or offerings
6. Measure the success of the steps taken.

The following guides were used in planning conferences: (1) twenty-four meetings held throughout the state, (2) the evening meal must be provided, (3) meeting facilities will vary from one community to another, (4) the same resource people would not be available for all meetings, (5) home economics teachers, guidance counselors, and administrators are involved, (6) Some negative attitudes have developed toward occupational aspect of home economics, e.g., some felt the homemaking program threatened.

PROGRAM - "The Home Economics Teacher - a Vocational Educator?"

Coffee served from 4:00 to 4:30 p.m. to allow for varying arrival times.

Phase I - "Facing the Challenge"

Illustrated talk introducing theme for meeting - using overhead projector and transparencies of Peanuts characters in appropriate poses and the chart mentioned below.

1. Change and our relationship to it
   Frustrated by it
   Accepting it and adapting to it
   Creating it - "Those who create change do not have to adjust to it."
2. Some areas of change with implications for home economics
   The role of the homemaker
   Production of goods and services outside the home
   Increasing employment of women outside the home.
3. Meeting the challenge of change
   Up-to-date curriculum for homemaking
   Provide opportunities to explore and prepare for occupations relating to home economics
4. Focus on the needs of students
   Attention of educators drawn to "sit-it-outs" and "push-outs" as well as "drop-outs"
   Chart - "Schools Must Help 26 Million Youngsters Work Their Way Through the Challenging Decade Ahead" from EDUCATION FOR A CHANGING WORLD OF WORK, 1962 - OE Pub. No. 80020

Phase II - "What Can Be Done?"

A. Video tape of two case situations to illustrate students' need for help in developing vocational objective and competence

1. A junior girl planning for program for her senior year in talking to the home economics teacher about her interest in fashions and possible careers in the fashion world.
2. A boy talking to the guidance counselor about his interest in foods. He cooks at home some and hopes to get a part-time job at the local drive-in in the spring.

B. Informal buzz session discussing from administrative, counseling, and teaching standpoint what home economics could be doing to do a better job of meeting the needs of students in preparing for the world of work. Discussed such questions as:

What kinds of experiences do home economics teachers need to "gear up" for the challenge?

Does present structure of school programs allow us to concentrate on individual needs?

What kinds of contributions can a home economics teacher make to the team of vocational educators within a high school?

C. Open discussion sharing ideas from buzz session.

Phase III - "What is Being Done?"

A. Video tape of what is going on in several Minnesota communities that illustrates the expanded role that home economics can play in vocational education.

1. Rochester, Minnesota adult and post-high vocational education

a. The development of post-high program in child day care explained at a visit to one of the Aldrich Memorial Nursery Schools

b. Homemaker's Aide class for the emotionally disturbed at the Rochester State Hospital

c. A tour through the dietary department of the new Rochester Methodist Hospital - showing variety of employment possibilities and discussing courses for occupational upgrading being conducted - special diet preparation for nursing home food service personnel and preparation of foods for vending machines.

2. Kellogg Senior High School, Roseville program in semester concentrations which combines the objectives of preparation for homemaking in each specialized area with exploration of related occupations at all levels.

3. North Senior High School, North St. Paul program in food preparation and service for senior boys - visit to a lab session with a review of the program followed by shots of students employed in cafeteria, restaurant in community, and pursuing further training.

B. Report on expansion of food service course to eight additional schools and the workshop held to prepare teachers for this course. Share observations of programs in progress.

Phase IV - "What Are We Going To Do?"

A. During dinner a discussion of action which can be taken in the school which each represented. In restaurants, where the chef or manager had been involved with the workshop or an advisory committee, he was asked to talk to the group about his interest in education, willingness to cooperate, and the need for this cooperation in educating today's youth for work.

B. An action-evaluation sheet to be completed by the representatives of each school as a group handed out at the end of dinner and completed before leaving.

PROGRESS REPORT

Twenty-four meetings have been held.

Approximately one thousand people attended representing 375 schools.

Guidance counselors and administrators, as well as home economics teachers, attended the meeting the first 22 meetings. (Report of last two meetings not available.)

General evaluation:

Good to have meeting away from a school. Restaurant had more relaxed atmosphere conducive to discussion and conversation.

Audio-visual media used was innovative and greatly added to the effectiveness of the presentation.

Small group meetings held in convenient locations around the state made it possible for some people to attend who would find it difficult to attend a large meeting

Outcomes reflected in action planned:

Need for flexibility recognized
Let students audit units of specific interest
Help individual students
Work with Distributive Education or Diversified Occupations Coordinator
Develop reference library in occupational area
Find out more about vocational-technical schools
Offer semester concentrations
Exchange with industrial arts or agriculture classes.

PROPOSAL FOR PROVIDING COORDINATED EMPLOYMENT EXPERIENCES FOR VOCATIONAL TEACHERS

Purposes

Prominent among the issues regarding vocational teacher preparation is the question of occupational experience. Consideration must be given to the purposes and nature of occupational experience to be essential for quality teacher performance as well as to the amount of experience required. The purposes of this proposal are:

1. To identify dimensions of the occupational environment likely to be involved in the performance of various vocational teaching roles.
2. To outline a proposed program for providing employment experiences for vocational teachers in home economics related programs.

Occupational Environment

Dimensions of the occupational environment likely to be involved in the performance of various vocational teaching roles were defined and are listed below. This is not intended to be a comprehensive listing for all occupational areas and would be modified to fit the specifications of a given occupational area.

The vocational teaching roles have been identified as:

Director of instruction
Counselor
Mediator of the culture
Member of the school community
"Link" between school and community
Member of profession.

The extent the dimensions of the occupational environment are likely to be involved in the performance of the various teaching roles have been judged as Extensively involved, Moderately involved or Somewhat involved.

Dimensions of the Occupational Environment

1. Occupational Opportunities

a. Range of job opportunities within a given occupational area

b. Levels of jobs within an occupational field (entry level, technician level, etc.)
c. Nature of job opportunities
d. Promotion and advancement opportunities, procedures, and patterns
e. Relationship of job opportunities in a given occupational areas on a local, regional, and national basis.

2. Performance Requirements

   a. Nature of the methods involved in performing given work assignments
   b. Techniques of operating equipment and tools of the trade.
   c. Production standards to be maintained
   d. Degree to which employee(s) must be self-directing
   e. Types of personal interactions expected.

3. The Work Environment

   a. Nature of the physical environment
   b. Characteristics of the "human environment" related to the work situation (for example: variety of personalities; age range; predominantly one sex or both men and women employed
   c. Nature of the emotional environment (calm or tense; formal or informal; pressured or relaxed; etc.)
   d. Legal, safety, and sanitation standards governing employees.

4. Management Philosophy, Policies, and Procedures

   a. Goals of the business operation
   b. Involvement of the employee
   c. Opportunities and benefits for employees
   d. Expectations of employees (hours, uniforms, etc.)
   e. Channels of communication
   f. Nature of on-the-job and in-service training and supervision provided to employees
   g. Relation of any given establishment or group of businesses to the broader society.

Proposed Experiences

Proposal for providing employment experiences for vocational teachers were developed at three levels: Level I, Orientation Experiences; Level II, Operational Experiences; and Level III, Proficiency Experiences. The objectives and procedures which have been developed are given below.

Objectives

Level I:

Become aware of the occupational opportunities in an occupational field.

Become aware of aspects of the occupational environment and their relationship to the performance of the worker in those jobs.

Develop basic skill in using a minimum of one tool for systematically analyzing responsibilities of workers in at least one job classification.

Assist employees in performance of a limited series of jobs (or positions of them) to develop initial skill levels.

Translate selected aspect(s) of the occupational environment into instructional or curriculum tool(s) to be used in local program.

Level II:

Develop and/or upgrade or update performance in set of related job processes or operations.

Evaluate performance of workers in a set of related job tasks.

Develop or adjust standards for performance.

Translate selected aspects of occupational experience into curriculum or instructional tools for use at the local program level.

Level III:

Develop proficiency in specialized set of operations.

Develop set of analytical and evaluative devices to assess worker performance in the operations undertaken.

Translate experience into an instructional program for students (program to cover all aspects involved in the operation or series of operations).

Eligibility

Level I - Teaching major in field related to occupational area; little or no occupational experience in area.

Level II - Teaching major in field related to occupational area; Level I or equivalent experiences.

Level III - Teaching major in field related to occupational area; Level II or equivalent experiences.

Field Experience

Level I:

Approximately 30 hours. Job observations in variety of work situations related to occupational area in which the teacher is to provide instruction.

Interview representative employers regarding expectations of workers and job requirements.

Interview representative employees regarding their occupational responsibilities, attitudes toward their job, etc.

Undertake a series of brief job assignments as substitute for, or assistant to, regular employee.

Level II;

Summer, full-time work experience in one establishment (or equivalent experience obtained over period of the school year).

Obtain more extensive experience in various roles in the occupational situation (including assisting with supervision, as a management "trainee," in personnel, etc.)

Engage in evaluation studies of workers in selected job tasks; assist management in adjusting performance standards or in retraining workers to meet new job requirements.

Level III:

Similar to Level II except employment experience should be in a specialized area and should focus upon a specialized set of operations over a longer period of time.

Related Group Seminar or Individual Conferences

Level I:

Approximately 30 hours. Orientation seminar prior to field experience to develop operational plan and to examine analytical tools to be used.

Summary seminar to evaluate field experience and develop final statements of curriculum or instructional materials.

Periodic interim conferences to check progress on project and to check field experience progress, problems, and experiences.

Level II: Approximately 30 hours. Similar to Level I in format (activities would vary).

Level III: Approximately 30 hours. Similar to Level I in format (activities would vary).

Suggested Individual Related Project

Level I:

Selected readings relevant to occupational area being observed. Develop annotated bibliography for those that could be used with students in the local program.

Curriculum or instructional project to be developed for use in local program.

Level II:

Similar to Level I but adjusted in content and focus.

Similar to project for Level I except that project for Level II would be expected to be more comprehensive in nature.

Level III:

Similar to type of suggestion in Level I but adjusted in content and focus.

Procedures

1. Develop guidelines for recommending level of experience for teachers desiring to undertake program related to such factors as kind of teaching situation and prior occupational experience.

2. Develop guidelines for selecting cooperating employers and outline conditions of participation.

3. Formulate operational policies and procedures with respect to:

Informing teachers of offerings (such as at November State Conference for Home Economics Teachers)

Submitting, processing, and approving applications from teachers

Scheduling experiences for teachers (on individual and group basis)

Visitation schedules of teacher educator.

4. Acquire and develop materials to use in conducting program.

5. Recommend course description and credit

Would recommend using the following catalog listing:

"Education 884. Laboratory and Field Experience in Education
Variable credit. Approval of department.

"Supervised graduate practicums, observations, internships, and externships in the various areas of emphasis."

PREPARING TEACHERS FOR HOME ECONOMICS RELATED OCCUPATIONAL PROGRAMS

Preparing Teachers for Home Economics Related Occupational Programs

A field experience/seminar course to be offered spring term, 1968, for a three-credit externship as partial fulfillment of the master's degree program in vocational-technical education at Rutgers University for preparing home economics teachers of related occupational programs at the secondary, adult and post-high school levels.

Course description

Externships in science and technology for vocational-technical teachers are planned to meet individual needs of students and are provided through cooperation with industrial, business, research and public agencies. It is expected that master's theses or projects will grow out of externship experiences. Professional education staff coordinate the externship so that maximum value to the individual will result.

Need:

The impact of recent federal legislation and growing awareness of basic societal needs has broadened the focus of vocational home economics to include an orientation to and preparation for occupational education and training at the entry level and technical level using the knowledge and skills related to home economics. Inservice teachers and recent graduates of teacher education programs whose focus has been limited to vocational homemaking for preparation for home and family living need help in developing additional competences required for initiating and conducting these home economics related occupational programs. In addition there is a need for coordinators and/or supervisors of these programs in 11th and 12th grade programs in comprehensive high schools, in area or county vocational schools and in junior colleges which broaden their base beyond the transfer curriculum.

Place in program sequence

The externship experience will be offered as part of the home economics core to master's degree candidates who have completed six to 12 credits at the graduate level. It will be offered at two levels:

First level: Exploration in Home Economics Related Occupations, 2 credits, and

Second level: Supervised Field Experience in Home Economics Related Occupational Clusters, 3 credits.

First level: Exploration in Home Economics Occupations, 3 credits, spring, 1968

(1) Child Care Services and (2) Clothing, Textile and Fashion Industry and Home Furnishing Services.

The learning experiences in this first level externship will be planned to help develop three competences needed by home economics teachers of occupationally oriented programs at the secondary, adult and post-high school level as informally identified by teacher educators representing twenty states and ten state departments of education at a federally funded Institute for Home Economics Teacher Educators, Iowa State University, Ames, Iowa, July 24 - August 11, 1967.

Competence 1. Develop and adapt interview and observation techniques for the purpose of investigating employment opportunities in job clusters related to home economics knowledge and skills, such as Child Care Services; Clothing, Fashion Textiles Industry and Home Furnishings; Food Services; Institutional Management and Hospitality Services, Household Employment and Homemaker/Health Aide Services.

Concept: Home economics in related occupational job clusters.

Instructional objectives

1. The learner selects one home economics related job cluster, examines and reviews interview schedules and observation forms that have been used in the related services area and develops (a) one observation form for a specified job in the job clusters, (b) one employer interview schedule, and (c) one employee interview schedule.
2. The learner observes three to five jobs in the selected job cluster area and analyzes the identified tasks as to basic knowledge, skills, attitudes, interpersonal relationships involved and occupational climate as it affects the worker and refines the observation instrument.
3. The learner interviews three to five employees and three to five employers in the selected job cluster area and identifies employer expectations, employee problems and needs, and upward mobility possibilities and refines the interview schedule.
4. The learner develops three to five job descriptions within the job cluster at three levels including job classification, employment opportunities, identified home economics related skills and knowledge, and ability level of learners to qualify for entry level or above jobs.

Competence 2. Contact, establish rapport and investigate community resources such as prospective employers, placement services, skilled workers, representatives of labor and industry, school administration and guidance personnel, community service organizations, communications media, teachers of occupational programs and parents in justifying an occupational training program that will serve the needs of the students, the state, the community and the nation.

Concept: Advice and counsel in developing home economics related occupational programs.

Instructional objectives

1. The learner identifies employment needs and prospects in a selected job cluster area by collecting data from four of the following suggested sources or others: (a) newspaper help wanted employment ads, (b) yellow pages of the telephone book, (c) government employment services office, (d) locald and union employment agencies, (e) employer interviews, (f) 1960 census data reports in relation to local employment patterns,(g) other sources.

2. The learner will develop (a) a sample descriptive communication for pupils and guidance personnel for prospective occupational course to be offered with a feedback tear slip indicating interest, (b) a similar communication for parents of interested pupils with interest and permission feedback, and (c) a descriptive flyer for interested community and advisory committee personnel.

3. The learner will propose the personnel to be included in an advisory committee for the job cluster area and justify each member as to purpose and function.

Competence 3. Plan the content of an occupational program for training in a home economics related job cluster, suggested facilities and equipment, instructional resources, etc., as an integral part of total vocational education purposes of the school, community and nation.

Concept: Home economics related occupational training and the total program of vocational education.

Instructional objectives

1. The learner is able to identify two or more social and economic purposes of federal legislation for vocational education and to interpret the impact on home economics education for useful and gainful employment.

2. The learner interviews specialist(s) in one other vocational service and identifies two or more commonalities and two or more unique aspects in a home economics related occupational program.

3. The learner develops instructional techniques for: (a) a learning experience common to two or more vocational

services, and (b) a learning experience unique to a home economics related occupation using taped case situations, single concept films, programmed learning or Unipac, slides and evaluative commentary, etc.

Topical Content
(3-6 seminar sessions, 2 hours each)

I. Surveying employment opportunities in home economics related occupational areas
   A. Identification of job clusters related to home economics
   B. Sources of data related to employment needs
   C. Techniques and tools for interviewing and observation
   D. Other (home-centered businesses, self or group developed business services.

II. Advisory committee personnel and other sources for advice and counsel
   A. Government services
   B. Labor representatives
   C. Community service clubs and community agencies
   D. Administrative and guidance personnel
   E. Business personnel officers
   F. Potential employers
   G. Specialists and coordinators in other vocational services
   H. Other.

III. Forces which affect vocational education services
   A. Social and economic
   B. Federal and state legislation and adaptation of rules and regulations
   C. Local school philosophy and objectives
   D. Abilities and interests of potential trainees
   E. Instructional methods, media, facilities, etc.

Field Experience and Course Requirements
(minimum 45-50 hours)

Individual Related Requirements:

1. Job descriptions and classification of at least three levels within a job cluster from prearranged observations
2. Job observation form
3. Employer interview schedule
4. Employee interview schedule
5. Suggested topical course content on the job cluster area and selected readings relevant to occupational areas for (a) teacher, and (2) pupils

6. Suggested facilities and equipment needed
7. Suggested resource persons
8. Three samples of communication for (a) pupils, (b) parents, (c) administrative and guidance personnel
9. One example of a specific teaching technique, method or material
10. Identification and improvement of a minimum of one personal skill needed within the job cluster, preferably in a non-paying situation as a helper or volunteer aide
11. Suggested advisory committee representation in the job cluster area and purposes.

Group project:

Suggested guidelines and techniques for inservice teachers preparing to teach home economics related occupational programs.

Second level: Supervised Field Experience in Home Economics Related Occupational Clusters, 3 credits

To be developed as a supervised cooperative on-the-job work experience for one or more jobs within the job cluster area, employee evaluation, employer evaluation, and program evaluation techniques and tools will be emphasized.

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PROPOSAL FOR HOME ECONOMICS WORKSHOP

Reason for proposing home economics workshop

The increase in numbers of home economics programs in operation in New York state preparing persons from high school through adulthood for gainful employment has served to reemphasize the need for strengthening in-service education for personnel in these programs. Furthermore, increasing numbers of home economics programs are being developed to better meet the needs, interests, and abilities of disadvantaged youth and adults. Appropriate instructional materials, resources for teaching and curriculum guides are limited. Hence, this workshop is planned to assist teachers to fulfill their responsibilities.

Teachers eligible and criteria for admission

This workshop is planned for New York state teachers who are currently teaching or newly employed to teach occupational education to persons with special needs, teachers who are teaching in the larger urban areas and/or other areas which serve disadvantaged individuals.

Workshop objectives

Understanding characteristics and needs of educationally, emotionally, culturally, socially, economically impoverished youth and adults.

Awareness of economic, social, cultural, legislative bases for home economics programs preparing for gainful employment.

Knowledge and understanding of the employment preparation sequence in the New York State Syllabus for Home Economics Education and its use in varying school programs in the state.

Familiarity with techniques, methods, media used in teaching courses in employment preparation to persons with special needs.

Preparation, evaluation of curricular, instructional materials appropriate for use with varying programs of employment education with disadvantaged youth and adults.

Outline of content

1. Economics, social, cultural, legislative bases indicating need for preparation for gainful employment in home economics.
2. Characteristics and needs of disadvantaged youth and adults.
3. Nature of learner enrolled in employment education programs.

4. Employment preparation sequence in New York State Sullabus for Home Economics.

5. Curriculum planning for employment education.

6. Public relations programs to insure support from community, employers, business, industry as well as the educational institution where program is offered.

Dates and location

Monday, August 5 - Friday, August 23, 1968.

State University College at Buffalo, Caudell Hall 211
Home Economics Education Center, CH 212, CH 213
Home Economics Education Seminar Room.

One or more all day or half-day field trips per week to city schools, suburban schools, Harkness Center, Potter Rd. Area, vocational schools, Community Action programs in the area.

Facilities include references, use of Butler Library, Communications Center on campus at State University College at Buffalo.

Means of publicizing workshop

Will work cooperatively with Bureau of Home Economics, Albany, New York.

Letters to administrative personnel involved.

Descriptive brochure to superintendents, principals, home economics teachers and supervisors.

Graduate - summer session news bulletin.

Personal announcements to all graduate students at S.U.C.B.

Personal announcements to Buffalo city teachers of home economics, supervising teacher cooperating with S.U.C.B.

Announcements in Home Economics Division Alumni Newsletter.

Plans and methods of evaluating workshop

Major base of evaluation would be curricular material developed by the teacher for use in his own school situation or a plan for ways and means to solve a problem relating to his own situation.

Students would develop an evaluation instrument, a publicity release, an employment survey plan, a job follow-up plan for students who have completed a program in order to determine effectiveness of the workshop.

Students to be contacted in the spring of 1969 regarding their progress on the job since completion of the workshop and asking for their suggestions for planning and conducting future programs of this kind.

PROPOSAL FOR REVIEWED HOME ECONOMICS EDUCATION CURRICULUM

Occupational education certification regulations are currently under review for New York state. The following proposed program for preparing home economics teachers incorporates the proposed new sections of the Regulations of the Commissioner for teaching technical and related technical subjects. This plan was duplicated and used with home economics education staff in connection with a college-wide review of the home economics core. A proposed revision of the case is still under consideration. At the state level, the ad hoc committee on certification of vocational teachers is still working on guidelines for writing certification regulations.

The Commissioner of Education has defined home economics occupation as follows:

"Home economics occupation means homemaking education which provides instruction which will enable families to improve their family life through more effective development and utilization of human resources. It may also include instruction that qualifies individuals to engage in occupations involving knowledge and skills in home economics subject matter areas, i.e., child development, clothing and textiles, food and nutrition, home and institutional management, home furnishins and equipment. Included are such occupations as those which provide services to families in the home and similar services to others in group situations; those which provide assistance to professional home economists and professionals in fields related to home economics in business, agencies, and organizations, and other occupations related directly to one or more home economics subject matter areas."

Conservative projections for New York indicate an expected 300 occupational home economics teachers (out of a projected total of approximately 3,000 home economics teachers) will be working in area vocational schools under Boards of Cooperative Educational Services or in local comprehensive high schools by 1975. Evaluation of occupational home economics programs in New York in the past three years has indicated a need for the teacher to want to teach in such a program. Therefore it seems reasonable to offer alternative possibilities for certification, allowing a prospective teacher to prepare for either a homemaking or an occupational home economics position as her interests guide her. It would seem wise to combine preparation for occupational home economics with preparation for the homemaking program in the related area for the following reasons: (1) only ten per cent of New York's teachers are likely to be needed for occupational programs; (2) teachers will be moving from one program to another; and (3) in some schools one teacher will be teaching in both programs.

Specialization is provided for in the occupational-homemaking preparation, limited to a part of the many facets of home economics. It will also be possible to specialize in family life education which is the most rapidly growing home economics course in New York state programs.

PROPOSED REQUIREMENTS FOR PROVISIONAL CERTIFICATION

Option I - Preparation to teach the home economics program for home economics program for homemaking at the junior and/or senior high school level. Certified for this only.

Option II - Family life education specialization. Certified for this only. Junior and/or senior high.

Option III - Preparation to teach the following specializations in the homemaking program: child development, foods, nutrition, family and community health and in the occupational home economics program: child care services, family and institution health services, food service. Certified for these only. Junior and/or senior high.

Option IV - Preparation to teach the following specializations in the homemaking program: clothing, textiles, housing design, management, consumer education.
And in the occupational home economics program: clothing and textiles related services, household and institutional housekeeping services and related job clua ters. Certified for these only. Junior and/or senior high.

PROPOSED REQUIREMENTS FOR PROVISIONAL CERTIFICATION

Not less than 30 per cent of the required semester hours in the humanities, social sciences, and natural sciences, including mathematics

Option I	Option II	Option III	Option IV
36 hours →	→	→	→
Communications 6 hrs. Humanities 6 hrs. (Student choice as to what courses he takes to meet above requirements)	6 → 6 →	6 → 6 →	6 → 6 →
Chemistry 6	6 →	6 →	6 →
Human Physiology and Biology 6	6 →	Human Physiology 3 Bacteriology 3	Physics 3 Economics 3
Economics 3	3 →	Economics 3	Sociology and Soc. Psych. 6
General Sociology and Social Psych. or Anthropology 6 Family Sociology 3	Anthropology 3 Social Psych. and General Sociology 6	Sociology and Social Psych. 6	Human Phys., Biology, Zoology 6

Thirty to 35 per cent of total required semester hours in subject matter speciality

Option I		Option II		Option III		Option IV	
42 hours →		→		→		→	
Child Dev.	115	3 →		→		→	
Design	100	3 →		→		→	
Housing	147	3 →		→		→	
Tex. & Clo.	170	3 →		→		→	
Food and Nutr.	142	3 →		→		→	
Home Mgt.	100	3 →		→		→	
Child Dev.(observation and participation)	3	Family Health	3	Child Dev.	6	Clo. Construction	3
Family Relationships	3	Child Dev.(incl. observ. & partic.)	6	Fam. Health	3	Textiles	3
Home Mgt.	3	Family Relations	6	Home Mgt.	3	Equipment	3
Consumer Educ.	3	Home Mgt.	6	Nutr. (Mat.&Child)	3	Work simplification	3
Food Preparation	3	Consumer Educ.	3	Inst. Mgt.	3	Home Mgt. residence	3
Maternal and Child Nutrition	3			Industrial and Labor Relations	3	Ind. and Labor Relations	3
Household Furnishings	3			Food Service (high school)	3	Housing	3
Clothing Construction	3						

Not less than 20 per cent in professional education

Option I	Option II	Option III	Option IV
24 hours →	→	→	→
Educ. Psych. 3	→ 3	→ 3	→ 3
Soc. Found.of Educ. 3	→ 3	→ 3	3
Stud. Tchg. and Programmed Instruction in H. Ec. Educ. 3	→ 6	→ 6	
		Continuing Educ. (H. Ec.Ed.) 3	→ 3
Special Educ. 3	→ 3	→ 3	→ 3
H.Ec.Ed.(Curriculum Methods and Mater.) 3	→ 3	→ 3	→ 3
Educ. electives: 6 Choose from Evaluation, Visual Aids, Adol. Psy.,School ofEduc. Soc. of Educ. Continuing Educ.	→ 6	Practicum and Services in Occupational Educ.(obs.& part.) 3	→ 3

Employment Experience

Option I	Option II	Option III	Option IV
NONE REQUIRED------------------------------------>		Cumulating-->	
		Experiences in the clusters of jobs in child care services; and family and institutional health services.	Experiences in clusters of jobs in household and institutional care and management; in clothing and textile services.
		Completion of the minimum period of successful employment experience beyond the normal learning period in the occupation. One year of such experience in each occupational specialization may be required prior to certification; if not then required a candidate must agree to work toward satisfying the work experience requirements subsequent to certification at a rate of not less than four months experience each two years or equivalent.	

Areas of new or increased emphasis

General Education:

Bases for federal, state and local educational programs

Economic concepts of labor, capital, law and government manipulations

Race relations and general interactions between men and society

The inequalities of modern industrial society; societal rewards and their distribution

The changing role of man in relation to work

Change agents, agencies, and channels of change in American society

The unsolved, unresolved, persistent and recurrent problems/ failures of the members of American society

Prejudice and ethnic relationships

Individual and group differences; the limits of change

Culture of poverty (especially urban poverty culture)

Relationship of cultural deprivation to biological deprivation and delay of gratification

Reduced intelligence as a function of lesser cognitive, perceptual and verbal skills

Achievement motivation

Anthropological concept of race as a classificatory and taxonomic device for understanding human movements in time and space.

Subject matter speciality:

Labor laws; unions

Technological change; automation and its impact

Concept of rising and declining jobs and professions

The world of work: authority and discipline

The labor market and the work force

Employee and employer relationships: policy making, strikes, sanctions, social pressures

Women in the labor force

Dual role of women; changing roles of men and women in relation to homemaking

Commercial methods and equipment

Time and motion studies

Decision making.

Professional Education:

Place of vocational education in total program of the high school; federal and state programs; legislation in occupations and vocational education

Agencies serving the disadvantaged. Comparison of conservation, utilization and human resources development programs.

Innovation in education: modular scheduling, learning laboratory, etc.

Place of home economics occupational programs in vocational education

Teaching the slow learner and the mentally retarded

Evaluation of student progress in terms of occupational requirements

Characteristics of youth with special needs: educational, psychological, sociological

Concept of cost-benefit of educational programs

Personal reactions to culture of disadvantaged, "poverty-type" students; occupational home economics

Processes and procedures for job opportunity analyses; job requirement analyses

New media for classroom communication

Implications of absence of "learning to learn: capability

Learning theory

Working with a coordinating council (advisory committee)

Communicating with the business community.

Employment experience:

Sensitizing experiences with populations different from middle-class students

Competent performance in job clusters to be taught

Career ladders; continuing appropriate educational opportunities.

FRAMEWORK FOR IN SERVICE COURSE IN OCCUPATIONAL HOME ECONOMICS
Winthrop College, South Carolina

The framework developed for an in-service course in occupational home economics included statement of objectives, basic concepts and generalizations, specific content, references and some suggestions for evaluation. The objectives are included in this report.

STATEMENT OF OBJECTIVES

The home economics teacher will develop the competencies needed to teach occupational home economics. At the end of the course she will be better able to:

1. Comprehend current knowledge about women and the world of work
2. Identify the objectives of vocational education at the secondary level
3. Know the procedures for planning and initiating occupational programs
4. Develop curriculum materials for teaching occupational home economics
5. Plan for follow-up and evaluation of occupational home economics programs.

Objective 1. Comprehend current data about women and the world of work

Concepts	Basic ideas and generalizations
Education needs of women in our society	Education in our society needs to develop skills and the capacity to think, understand, and enjoy; these goals have traditionally been a part of so-called "liberal education." The humanities can contribute to personal growth and aspiration of individuals.
Vocational education	The needs of both men and women can be better met if vocational education is an integral part of the total education program.
Educating for the dual role of women	Women need preparation for wage-earning in addition to skills in home management and child rearing. Many women enter employment out of economic necessity.

Concepts	Basic ideas and generalizations
	Family life education can give students models to emulate of stable, secure homes - denied so many young people of the present generation." Mary Lee Hurt. Educational Leadership, Jan. 1965
Changing nature of job opportunities	"The changing nature of job opportunities reflects a shift from emphasis on manual work to emphasis on cognitive work." David Rice. "Employment and Occupations in the Seventies." Educational Leadership. Jan. 1965. p. 230 More young people need to be prepared to enter the work force at the higher occupational levels. There is a greater demand for the white collar worker, especially in the professional and technical occupations.
Legislation supporting vocational education	Changes and amendments are based on changes in society and on commitment to serve all people.
Vocational competency	Education for vocational competency may require lifelong training and retraining experiences as a normal part of a worker's life. The unemployment rate among dropouts doubles that of the general population. Vocational success is dependent on: education, health, grooming, ability to get along with others, wholesome attitudes toward authority, understanding the world of work and ability in a specific vocation.
Responsibilities of schools	"The public educational system has a basic obligation to aid the preparation of all young people for effectiveness in the world of work." Educating for Work, p. 109 "There is a need to strengthen educational and training institutions and gear them more closely to occupational requirements."

Objective 2. Identify the objectives of vocational education at the secondary level

Concepts	Basic ideas and generalizations
Goals of vocational education	Goals derived from the Vocational Education Act of 1963 for improvement in vocational education include: plan programs geared to labor market demands; provide training in all types of occupations (except those requiring a baccalaureate degree) for all people of all levels of ability and in all kinds of institutions; evaluate all aspects of programs; and give attention to research and demonstration programs.
	Vocational educators accept the following objectives for vocational education at the secondary level: to enable in-school youth to develop entry level skills; develop habits and attitudes which contribute to success on the job; know the organization and structure of a vocation; know how to enter and progress within the vocation; develop skills and attitudes which facilitate adjustment by the learner; changes in technology and requirements and changes in his aspirations.
Problems and concerns in vocational education	Problems in vocational education of common concern to all teachers of occupational programs include: providing up-to-date curriculum and effective instructional methods and media; motivating alienated disadvantaged youth toward work; providing counseling and placement service; obtaining qualified leaders and teachers; and planning flexibility in scheduling ro provide for work experiences or on-the-job training.

Objective 3. Know the procedures for planning and initiating occupational home economics programs

Community surveys	It is important to assess the potential needs of a community or employment area in terms of job opportunities.
	Training programs are to be established only when employment opportunities exist.

Concepts	Basic ideas and generalizations
	Course content is determined by an analysis of what the worker must know and be able to do in order to be successful in an occupation.
Selection of students	Trainees must be selected on the basis of aptitude, ability, and characteristics necessary for successful employment.

Objective 4. Develop curriculum materials for teaching occupational home economics.

Source of content	Job analysis serves as a guide to the content of curriculum.
	The same basic knowledge and skills are the foundation for both homemaking and training for wage-earning occupations using knowledge and skills of home economics.

Curricula Components:

1. Content	Concepts serve to help identify major questions to answer.
2. Objectives	A clear idea of the expected behavioral outcome should be obvious in the stating of educational objectives.
3. Learning experiences and resources	Many of the courses currently taught in ho home economics contribute to helping a student become more employable.
	As basic learnings are defined, several subject matter areas may have a contribution to make.
	Students may benefit from the combined efforts of teachers involved in a team approach.
4. Evaluation	The use of many methods and devices will be helpful to the teacher in determining the effectiveness of her teaching.

Objective 5. Plans for follow-up and evaluation of occupational home economics programs

Concepts	Basic ideas and generalizations
	For complete evaluation, teachers need to keep individual student records for follow-up and records of (1) enrollments, (2) dropouts, (3) completions, (4) placements, and (5) subsequent success of students.

PROPOSAL FOR UNDERGRADUATE COURSE

H. Ed. 310, Practicum in Occupational Teacher Education, 1-3 credits. Prerequisite: C. D. 223, Human Development and Personality; MHE 273, Management or Family and Personal Living. This involves independent study including a summer work experience for prospective occupational home economics teachers.

The course is designed for the sophomore or junior home economics education student as an opportunity to develop competences desirable for teaching occupational programs. The purpose of the course is to alert the student to the realistic human interactions and problems involved in the world of work. It is intended that the student will gain a deeper insight into her own attitudes toward and abilities for teaching occupational programs by involvement through direct observation and practical experiences in a real work situation rather than in a structured laboratory situation. The work experience may involve any type of employment in a less than professional level job that can meet the criteria of the course.

Each student's plan will be made during the last half of the spring semester in a series of seminar sessions and individual conferences with the teacher-coordinator. The practicum will be carried out during the summer and will be evaluated in seminar sessions during the first half of the fall semester.

Each student will be required to:

1. Identify the rules and general policies governing the situation.

2. Collect information and be aware of resources that will be helpful in understanding the employment processes at all levels of work experience.

3. Identify problems of human relations involved in the specific situation in which she is working and to suggest possible solutions.

4. Keep a record of emotional reactions to critical incidents occurring on the job.

5. Identify and use techniques to evaluate the work experience in view of planning occupational programs.

Procedure

During the last half of spring semester a series of seminar classes will be organized to include the following topics:

Philosophy of vocational education and the role of home economics in preparing students for gainful employment.

Resume of other areas of vocational education and types of jobs related to each area.

Importance of orientation to world of work - as perceived by the employee-the employer-the customer.

Legal aspects of employment in relation to employees, employers, and teachers of gainful employment classes.

Identification of problems involving human relationships anticipated during the work experience.

Critical incident technique - modified for self-examination of emotional reactions.

The student will plan a summer work experience which will involve an entry level job and an advanced or managerial level of the same type of work. The job will be one that involves communication and interaction with other people in employee-employee-employer relationships. The student may select any type of summer work experience that meets the foregoing criteria. It may be on a volunteer or paid employee basis. The employer will be the supervisor. A recommendation from the employer will help serve as an evaluation of the work experience.

Final plans for the proposed work experience will be completed by the end of the spring semester.

During the work experience the student will identify at least 20 critical incidents and record two responses to these: her immediate reaction, and her reaction 24 hours later.

A single concept film or other form of individualized instruction will be provided for additional clarification of the critical incident technique as modified for this course.

The first half of the fall semester will consist of seminar classes which will provide for evaluation of the work experience and implications for teaching occupational classes. These will include:

Self-evaluation of the reactions and attitudes revealed in the recorded critical incidents.

Suggestions for resolving the problems perceived during the work experience.

A critique of the work experiences in view of developing plans for teaching gainful employment classes at high school and post high school levels.

A CRITICAL INCIDENT TECHNIQUE
Modified for self-examination of emotional reactions

The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.

By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer, and where its consequences are sufficiently definite to leave little doubt concerning its effect.

Flanagan[1] used the objectively observed behavior of the individual involved in the critical incident as a basis for determining job requirements, and any personal opinion or interpretations by the observers were not to be considered.

Norman Kiell[2] used a modified critical incident technique with pre-service teacher trainees and the study of child and adolescent development. A similar modification can be used to help prospective teachers become better prepared to teach occupational classes. By changing the emphasis from an impersonal observation to a personal reaction of a critical incident in which she is involved, the prospective teacher will be better able to recognize and analyze her own reactions toward situations which occur in the world of work. Hopefully, through this process she will gain a deeper insight into her own attitudes and develop a feeling of empathy toward persons involved in work situations. As a result of this experience she will be able to use teaching techniques that will be most effective in similar situations.

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[1] Flanagan, J. C., Psychological Bulletin, Vol. 51:327-358.

[2] Kiell, Norman, "Emotional Reaction," Clearing House, May 1967.

A prospective teacher will be required to work at a chosen occupation in an entry level position, in an advanced level in the same type of job, and also in a managerial or supervisory position. During the time spent at each job level, she will record her immediate reaction as a participant to what she considers a critical incident. Twenty-four hours later she will record her feelings toward the same incident. (A 24-hour interval is suggested to help the student establish a regular time each day to record her responses.) The purpose for recording two reactions with a 24-hour interval is to help the student recognize that suppressed hostile emotions might flare up at the moment which may be modified by an interval of time, thus she may be able to be more objective about coping with it later. Because she realizes this and can recognize the situations that affect her adversely, she is in a better position to guide her students toward desirable interpersonal relationships.

A Short Unit of Study to be Incorporated in Vocational Home Economics Education

This unit will provide a more meaningful experience for prospective student teachers enrolled in vocational home economics education: (1) in their study of legislation affecting home economics education and implications for home economics and (2) in planning programs in home economics. This vocational home economics education course immediately precedes the student teaching experiences. Eight to ten class meetings have been allotted for study of this unit. Students will have an opportunity to visit public schools to observe classes in homemaking programs and in occupational training programs during this period. Additional opportunity for observation and some participation in occupational programs will be provided during the student teaching experience.

Goal I. To help prospective teachers gain an awareness of legislation affecting voxational education and implications of this legislation for home economics.

A. To become aware of the forces which have brought about recent legislation affecting vocational education

B. To determine types of programs in public schools which reflect implications of legislation.

Generalizations: Economic, social, and technological changes affect legislation. Employment opportunities influence program offerings in vocational education.

Content:

Forces influencing legislation relating to occupational training
Vocational education programs
Legislation affecting vocational education

Suggested experiences:

1. Interview local employment bureau to determine: job opportunities in locality; average salary for available job openings and projected job requirements for next year.
2. Review literature to become current regarding world of work.
3. Survey members of the class to determine vocational programs in home school.
4. Ask a school administrator to discuss relation of vocational education to total school program.
5. Interview teachers in vocational programs in local schools to determine nature and type of program offerings.

Goal II. To help prospective teachers gain an understanding of the home economics teacher's responsibility in organizing and developing vocational home economics programs in public supported schools.

A. To recognize relationships between "useful" employment and "gainful" employment.

B. To become aware of the responsibilities involved in organizing vocational home economics programs.

C. To provide experiences for student involvement in activities relating to organization and development of occupational training programs.

Generalizations: Education for homemaking and gainful employment using home economics have both common and unique qualities.

Involvement in programs in operation provides insight in procedures and responsibilities of the vocational home economics teacher.

Content:

Commonalities of useful employment and gainful employment programs.

Areas of responsibilities of teachers in initiating programs in home economics-related occupations.

Suggested experiences:

Use resource person - representative from employment office to discuss employment opportunities in the area.

Review report, "Teacher Shortages in Virginia," Virginia Journal of Education.

Make survey of other sources for job opportunities for home economics related occupations.

Observe employees in local establishments to determine kind of knowledge and skills required for specific job.

Determine function, purpose, and selection of advisory committee through review of reference materials, interviews with home economics teachers, etc.

Construct criteria for use in selecting advisory committee.

Use resource person to discuss results of survey of occupational needs and homemaking needs of the area used in curriculum planning.

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Visit local school to observe: skills being taught, student-teacher relationships, equipment needed for training, and means used to determine individual progress.

Interview persons responsible for training students to determine:

Responsibility assumed for placement of trainee
Responsibility assumed for orienting trainee for employment
Instruments used in determining progress made and satisfactions received by employee.

Construct chart indicating commonalities found in organizing a home economics program for useful employment and a program for gainful employment.

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Audiotutorial Kit
To Help Teachers Identify
Essential Steps in Planning for Occupations
Programs in Home Economics

The audiotutorial kit includes 10 lessons through which students progress at individually controlled speeds. Each lesson is organized around a general concept. Resource persons have been interviewed by Grace Granberg. Accompanying each tape is a set of guides including reactor sheets on which listener records answers to specific questions and problems. Each lesson requires approximately 30 to 40 minutes to complete.

Contents and Resource Persons

I. Introduction
Purpose of the audiotutorial, instructions for use

Dr. Alberta Hill, Head of Home Economics Education, Iowa State University
Margie Lowrance, State Supervisor of Home and Family Life, Division of Vocational Education, State Department of Education, Olympia, Washington
Kenneth Rowe, Teacher Educator, Distributive Education, Arizona State University, Tempe, Arizona.

II. Occupational Identification

Margie Lowrance
Genevieve Olson, Consultant in Occupational Home Economics, State Department of Minnesota
Marie Myer, Program Office, Home Economics Divisional of Vocational and Technical Education, DHEW, U.S. Office of Education, Region II, New York
Marianne Andrews, Director of Home and Family Life, State Department of Vocational Education, Washington.

III. Documenting the Need

Joyce Terrass, Teacher Educator, Purdue University,Indiana
Phillip Medgard, Supervisor, Trades and Industrial Education, State Department of Vocational Education,Washington State.

IV. Student Characteristics

Carole Jamison, Teacher Educator, Tennessee Agricultural Industrial College, Nashville
Kenneth Rowe.

V. Identifying Objectives, Type of Instruction, Facilities

Carolyn Dommer, Teacher Educator, Michigan State University
Dr. Helen Nelson, " " N.Y. State College of
Home Economics, Cornell.

VI. Occupational Experience

Marie Myer
Dorothy Stone, Regional Supervisor, State Department of
Vocational Education, California
Carol Ellsworth, State Supervisor, Arizona State Department
Vocational Education.

VII. Advisory Committee

Ardyce Gilbert, Teacher, South Dakota State University
Dr. Helen Nelson
Philip Medgard.

VIII. Instructors

Dr. Ann Gorman, Teacher Educator, University of Kentucky
Jewell Deene Ellis, Teacher Educator, Murray State Univer.

IX. Follow-up

Dr. Hester Chadderdon, Professor, Home Economics Education,
Iowa State University
Dr. Helen Nelson
Alpha Jones, Teacher Educator, Alabama A. & M. College.

X. A Program in Action

Jan Sweeney, Teacher, Marysville High School, Marysville,
Washington
Bill Pardee, President, Washington State Restaurant
Association.

INTRODUCTORY IN-SERVICE WORKSHOP FOR HOME ECONOMICS TEACHERS WITH EMPHASIS ON EDUCATION FOR GAINFUL EMPLOYMENT

Overview

This introductory in-service workshop was conceived and planned as a means of informing currently employed teachers of home economics at the secondary level of the opportunities available to them through the provisions of the Vocational Education Act of 1963. It is also designed to provide understanding and insight into specific procedures and techniques of program development, as well as to stimulate interest in and concerns for the preparation of students for entry-level jobs or post-high school training.

Rationale

Although the knowledge and skills taught in classes of home economics for useful homemaking may contribute to successful employment, courses designed specifically for employment preparation differ from the former. To date, very limited and inadequate opportunity has been afforded teachers of home economics in Wisconsin to become acquainted with courses designed for occupational preparation or with the implications of the Vocational Education Act of 1963. The result is some misunderstanding. Therefore, home economics teachers in Wisconsin need an opportunity to gain understanding and insight as well as specific procedures for developing programs if high standards are to be achieved.

As a result of the workshop, the participants ought to be prepared to return to their communities and lay the groundwork for the establishment of wage-earning programs. They may act as initiators of programs, as members of advisory committees for the establishment of wage-earning programs in home economics oriented occupations, or as consultants in cooperative wage-earning programs.

Basic Assumptions

This workshop is planned with three basic assumptions being made: (1) that home economics education for gainful employment is as worthy a goal as the traditional home economics education for the professions and for useful homemaking, (2) that teachers of home economics are willing to accept responsibility for developing programs for gainful employment, and (3) that the participants have minimal knowledge about these programs.

Description of Participants

The participants are to be currently employed home economics teachers. The following criteria will be used as bases for selection:

a. Home Economics education background
b. Potential employment need of the community
c. Expressed interest in home economics programs for gainful employment
d. Personal work experience
e. Recommendation of administrator.

Basic Objectives and Generalizations for Workshop

Objective 1. Identifies and evaluates personal beliefs about vocational education in general and home economics for gainful employment in particular.

Generalization: The fact that there is universal concern for vocational education in general and home economics for gainful employment in particular requires evaluation of personal beliefs concerning this dimension of education.

Objective 2: Understand the rationale for and implications of vocational education in general.

Generalizations:

Vocational education reflects the social, economic and technological condition of the times.

Vocational education is based on:
- rights of the individual to a total education
- responsibilities of society to supply education for all and to help individuals choose educational plan to achieve vocational goals
- relationships between the economy and vocational education and between liberal or general education and vocational education.

Objective 3. Knows the provisions of the Vocational Education Act of 1963.

Generalizations:

Legislation is affected by social, technological and economic conditions.

Legislative acts identify guidelines for effective vocational education programs in such areas as objectives, teacher qualifications, selection of students, department facilities, curriculum and reimbursement procedures.

The effectiveness of an educational program is related to knowledge of governmental laws and regulations associated with the development of such a program.

Objective 4: Knows trends in the changing society that have a affected education for useful homemaking and have implications for training for gainful employment in occupations using home economics knowledge and skills.

Generalizations:

Home economics education parallels changes in societal structure.

Social, economic and technological changes affect the role of women in the home as well as their positions in the world of work.

Change is one area of living necessitates a need for change in other areas.

Societal changes affect the knowledge and skills needed for employment in selected occupations.

Programs for useful homomaking and for gainful employment can both contribute to the improvement of home and family living.

Objective 5. Becomes aware of the relationship that exists or ought to exist between instruction in wage-earning home economics at the secondary level and instruction at the post-secondary and adult levels.

Generalizations:

Instructional emphasis at the secondary level usually includes "vocational readiness" and basic competence while instruction at the post-secondary level is more likely related to (1) job entry levels, (2) upgrading in an occupational area, and (3) retraining due to such factors as obsolescence and economic shifts.

Communication among instructors of secondary and post-secondary programs, as well as counselors, administrators and representatives of employment agencies is a means of contributing to and implementing educational programs.

Objective 6. Identifies factors involved in initiating, planning and implementing occupational home economics programs.

Generalizations:

Acquaintance with the multiplicity and complexity of factors involved in one or more ongoing educational programs contributes to ones ability to develop new programs.

The kind and quality of home economics programs for gainful employment are affected by the philosophy of administrators, counselors and home economics teachers as well as by the procedures established in a school district.

Understanding and interaction of home economics teachers with members of the community and other vocational agencies contributes to the development of programs appropriate to the needs of the community.

Occupational programs of high quality are dependent upon continuous vocational guidance and evaluation of students.

Labor organizations can contribute to the development of occupational programs.

Providing meaningful work experiences contributes to success of a wage-earning program.

Positive attitudes toward work contribute to a satisfying occupational experience.

Satisfying occupational experiences affect self-perception.

Objective 7. Evaluates own competence and readiness to initiate wage-earning programs which are practicable and feasible.

Work experience for teachers of programs for gainful employment in home economics oriented occupations provides a realistic view of the factors involved in occupations below the professional level.

Planned observation of an occupation or cluster of occupation can help one identify the tasks involved.

Extensive knowledge of available resources enables a teacher to supplement her knowledge of and skills in any specific occupation.

Objective 8. Evaluates own existing home economics program in terms of possible courses of action for development of occupational phase.

Generalizations:

Careful evaluation of existing programs and facilities is necessary before implementation of innovative programs can take place.

Acceptance of curriculum changes is facilitated when such changes are based upon the needs of the students as well as those of the community.

SOME LEARNING EXPERIENCES TO BE USED IN WORKSHOP

Use a previously prepared instrument such as opinionaire or attitude scale concerning vocational education and home economics for gainful employment. Have participants respond. Collect responses. Administer again on last day of workshop and have participants respond or return original instruments and have participants record changes if any. Discuss reasons for changes or lack of change.

Use keynote speaker to develop rationale for vocational education.

Invite speaker to speak on "Vocational Legislation, Its Implications for Home Economics." Follow by questions by participants.

Ask one consultant to discuss "Changing society - implications for homemaking employment" and "special needs" education. Show film: "Keys for the Homes of Tomorrow" (Sears, Education Division). Use a round table discussion or buzz session, have participants develop statements of similarities and differences between useful homemaking education and gainful employment education.

Present topic, "Occupational Outlook in Home Economics-Oriented Occupations," through panel of business and/or professional persons concerned with employment of persons who would profit by and use home economics knowledge and skills.

Present and discuss the film "Home Fires." Identify tasks of the occupation of homemaker-home health aide portrayed in film and formulate implications for a training program.

Ask persons who have successful programs and/or have initiated and supervised ongoing programs to describe programs.

Take a field trip to one or more employment situations where employees use home economics knowledge and skills. Participants will record on a previously prepared observation sheet what knowledge and skills specifically are being used.

Demonstrate use of single concept film to instruct students in a skill.

Each participant report on a program plan and point up procedures for implementing occupational program.